

Competent and independent

When the Government (in 1889) first decided to make grants to impoverished university colleges, the Treasury Minute authorized the appointment of "a small committee of men well-versed in academic questions, to elaborate a plan for the distribution of the grant". Now, some 98 years later, the activities of the University Grants Committee have been reviewed by a team of eight men and one woman (Mrs Mary Baker, a director of Thames Television and Barclays Bank, who resigned in May, 1986, when her husband became Secretary of State for Education and Science). The chairman was Lord Croham.

Lord Croham is a former permanent secretary of the Treasury and head of the Civil Service. Among the great and the good, they don't come any greater or better than him. It was his job to see that the recommendations were compatible with long-term Government thinking. At the same time, the review group - which included two former vice-chancellors - clearly wanted to operate within the conventions which set the independence of the universities as a good in itself. They were looking for a way of re-stating the case for "a competent and independent UGC". By independent they mean "independent of any pressure groups within higher education". In an interesting passage, they refer back to the traumas of 1981 when critics of the UGC argued that the council had failed to "make the universities' case". This implied a suggestion that it was the UGC's job to lobby on the universities' behalf. In fact, says the report, the UGC did explain to the Government the consequences of the cuts, but in accordance with the conventions of the time, "it did not do so publicly".

The concept of a competent and independent University Grants Council is well worth re-stating, provided the politicians respect its independence, too. As reformed by Croham it would be a smaller body of about 15. There would be a part-time chairman who should be "an eminent figure with substantial experience outside the academic world combined with a strong personal interest in higher education". The director-general would be the full-time chief executive, someone with qualifications similar to those of past chairmen of the UGC. The other members would be drawn in "broadly equal" numbers from academics and non-academics.

All this comes within the remit of streamlining the UGC and increasing the lay representation. There are lots of recommendations about how the council would work and the management information it



Lord Croham

would need to collect and process to take good decisions about the allocation of resources.

But in the present political climate the important issues revolve around the Government's relationship with the UGC and the universities. An intermediary body like the UGC, they assert, exists for the purpose of "insulating the distribution of grants from immediate political pressures". But as they wrote these words they must also have recognized that the present Government dislikes the idea of grants which it cannot influence politically. Still, if the Government could be persuaded to buy it, the most ambitious Croham proposal is very attractive. Why not adopt the triennial as the planning period, and tell the universities how much they will receive in cash for three years at a time?

This would mean a four-stage process. First, the Government would set out its guidelines and priorities. Second, the UGC would tender its advice to the DES. Third, the Secretary of State would announce how much the UGC could dish out. And fourth, the UGC would write individually to the universities, telling them how much they could spend and what strings were attached.

It sounds splendid. The Government would really and truly have to lay down guidelines and try not to interfere along the way. Presumably it would monitor how far its guidelines were observed, so there might in the end be a bit more interference than is suggested at first sight. But in theory, at least, having laid down its guidelines (about four years ahead) it would then stand back and let the UGC get on with it.

From the universities' point of view this sounds a bit too good to be true, and many will want a hard look at the gift horse. There is the inflation point.

Without indexing, even 5 per cent annual inflation would wreak havoc on university budgeting. And there are basic doubts about the credibility of the idea that governments could think three or four years ahead and not have their minds changed by external events, economic crises, elections, Bright Ideas...

The universities have been so severely scarred by the failure to make realistic allowance for inflation in the past that they will always be very chary of long-term commitments. They know they have, in reality, to live with PESC, and the annual public expenditure White Paper.

All this suggests that Croham may be one of those judicious but dangerous public documents which governments use to their own purposes - picking up the bits they like, throwing away the bits they don't. One proposal extends far beyond the universities: a United Kingdom Education Commission, looking at education at all levels - advisory, not executive - would provide exactly the kind of independent advice on education policy which is now missing. Or would it? Would it simply become a stamping ground for the vested interests? Attractive as the idea is, if successive Secretaries of State couldn't stomach the Central Advisory Council set up under the 1944 Act, why should they welcome its big brother?

Even as Croham lands on ministerial desks, the air is full of rumours about a new White Paper on public sector higher education, reviving the Mark Carls plan to take the polys and colleges of higher education out of local government and pay for them by direct grant. NAB would lose its top tier (and the local politicians) and act as an arm of the DES.

If this turns out to be true, it would fit in with the election theme of attacking the local authorities, and suggest a series of radical measures if the Conservatives get a third term. If HE goes to the DES and non-advanced, work-related, FE goes to the MSC, what does that leave for the I.E.A.s?

There have been persistent reports (usually attributed to Lord Young) that a new, MSC-related structure might be imposed on post-16 education, by-passing local politicians and giving more power and influence to industrialists and bureaucrats.

Yet questions which arise are legion. What would be the implications (if any) of any plans to nationalize public sector higher education for the Government's decision on Croham? Will direct-grant funding tighten control over poly policy? Till now, Governments have allowed direct-grant institutions a lot of freedom, but times are changing. Will *dirigisme* take over in higher education as elsewhere in education?

COMMENT

No-holds barred

Just as the first duty of doctors and nurses is to their patients, the first duty of teachers is to their pupils and students. The decision by the two largest unions to take steps to bring their members out on strike is the latest and most unhappy consequence of the passage of Mr Baker's Bill through the House of Lords.

There is a great deal to be said for the moral clarity of the Professional Association of Teachers and the Royal College of Nursing in excluding strikes from their repertoire of industrial action. But the fact of the matter is that just as most people who hate war are not pacifists, so too, most teachers who deplore strikes are not absolutely opposed to strike action. And the reason is obvious: they believe that they will be exploited by their employers (which now means the Government, in all but name) if they lay down in advance the ultimate sanction.

The TES deeply deplores the prospect of more strikes and disruption, particularly at this stage when they can achieve nothing. But when Mr Baker says "the threat (of strikes) is not what people expect of a profession", he is cynically exploiting the teachers' professional dilemma.

By going ahead with his Bill, Mr Baker has deliberately challenged the unions to respond. He has led the

teachers on to the punch. It is quite clear that renewed strikes will be met by a barrage of propaganda and a no-holds barred campaign to mobilize parents against the teachers. The teachers' leaders cannot, as the saying goes, stand idly by. But industrial action which misfires could do the teachers' cause immense harm as the election campaign heats up.

Given the havoc which the pay dispute caused over the past three years it will be a national disaster if, instead of getting back to something like normal, the schools are plunged once more into a downward spiral of disruption and sinking morale. Neither the profession, nor the nation, can afford this luxury to consolidate the Secretary of State's ambitions. Strikes now are more likely to strengthen Mr Baker's position than the teachers'.

Technically, the teachers' most effective weapon is the rule book Mr Baker's Bill imposes on them. If they want to show that Mr Baker's authoritarian stance is unacceptable they have the opportunity to prove it when it comes to settling all the consequential details. They have it in their power to show all too effectively how dependent the education service is on negotiations with the teachers' representatives.

Cover is the obvious case in point. A line-by-line study of the rule book would be professionally justifying but more effective than sporadic half-day strikes which are bound to excite public hostility. They got their money, didn't they?

Full marks for error?

First reports of the document published this week by the Associated Examining Board (page 5) made it sound almost intentionally inflammatory. What, full marks for an answer containing a grammatical howler one would normally expect from a semi-literate 13-year-old? Britain must indeed be going to the dogs!

A careful study of the 100-page pamphlet *Principles of Assessment in Modern Languages at A level* leads to conclusions which are not so comfortably cut and dried. The cause of all the outrage occurs in the course of one particular segment of the exam which accounts for one-fifth of the total mark: the candidate who writes "he had stole" is in the process of demonstrating his comprehension of a longish passage in French; his comprehension is accurate, say the examiners, even if his English grammar is not.

The document goes out of its way to stress the importance of examiners isolating the ability they are marking at every stage; accurate grammar, it claims, will already have been adequately tested in an earlier paper. And if there is one quality which is excluded by the document as a whole, it is analytical rigour. The commentators on individual examples are overwhelmingly successful in combining the

latter quality with real linguistic sensitivity.

On the other hand, that "he had stole" does raise questions, not least that of the plausibility of a pupil recognizing the past tense in French but failing to reproduce it in English. It shows too, that the compartmentalized nature of current marking methods has its ludicrous side. And it does nothing to dispel anxieties about the level of literacy expected from future generations of sixth formers.

The fashionable but erroneous view that grammatical accuracy can be divorced from some nebulous ability to "communicate" will also be strengthened by the examiners' pronouncement. And the fear that there is a levelling-down process at work will be fuelled by another very revealing little point in the document. Students, asked to explain in French that a room is sound-proofed, will get full marks for a grammatically correct description of the silent space. Fine, but read on: those few who use the most *juste* (feminine) will receive "equal credit". Only equal. No extra mark for specialized knowledge.

no comment

"The pursuit of excellence in drama and dance and other subjects should not prevent children from taking part in drama and dance activities." From job description for head of I.E.A. drama service.

Second Opinion

Pupils as language experts

The Government has decided to view what we teach children as language - specifically, to develop a model of language, a set of teaching principles and classroom strategies and a list of age-related objectives of inquiry to sort out the who, the what and when of a knowledge-based language curriculum.

This latest initiative in English language teaching, in the wake of *English from 5 to 16* and its *Response*, provides a welcome opportunity to halt the silly talk about language being those knee-jerk reactions about the demise of the apostrophe or the use for seven-year-olds to recognize a subjunctive or whatever.

The committee can set the direction of language along more profitable lines. It can provide a model rather than the child's varied use of language rather than one that prescribes unstandardized forms, and it can use language not as a static body of knowledge but as a system which is created and recreated each time we speak and write.

But alongside this prospect of valuable outcomes, there are a few worries. One major concern is that the committee has been given no real task for teaching children about language. Questions such as "why should children learn about language?" or "should children learn about language?" are not addressed. How moved along in the debate have we been, and been asked to agree to teaching about language makes language-users before that one proved? The committee must make assumptions.

A related problem is that the existence of this committee may distract us from more important issues about the language curriculum. Already the committee has been referred to as the English Inquiry, giving the impression that its brief is far wider than it is.

Knowledge about language is a small part of the subject *English* and for many a minor part - in *English from 5 to 16*, it was the fourth of five aims.

While, no doubt, the committee will strive to point out its limited role in advising on an English curriculum, an almost inevitable outcome will be a shift in the balance of language work. A further worry is that this shift on knowledge about language will divorce "knowing how to use" language from "knowing about" it. The committee produces age-related objectives which list facts about language that children should know, but may assume that these can be achieved out of context from other language tasks such as reading and writing.

But here I risk judging the committee before it has even met. In the meantime, the teaching principles and strategies are placed firmly behind any mention of age-related objectives.

This directs committee members to identify effective types of language before stating desired learning outcomes. Much help is available in *English from 5 to 16*. For example, teachers in the Schools Curriculum Development Committee's National Writing Project provide age children to engage in the writing process, learning how writers develop and developing strategies for different writing tasks. There is no lack of instruction in the structure of language, yet there is a strong bias among pupils that they are learning language experts.

There is nothing like a language help focus the mind. This committee will be successful, in part at least, in promoting discussion of language and underlying language teaching.

Pam Czerwik is a director of the National Writing Project.

Barry Hugill reports on the claims and counter-claims following last weekend's political speeches

But I thought of it first. . .

There was some dispute this week about who first suggested a national curriculum for the nation's young.

On the right Mr Kenneth Baker was graciously welcoming the conversion of Mr Giles Radice, Labour's shadow education spokesman, to the idea - an idea for which the education minister was claiming credit.

For his part Mr Radice was having none of it. "Giles is obviously flattered that Baker has picked up on his ideas," was the response of one of his aides.

Speaking to the Young Conservatives in Scarborough, Mr Baker asserted that the party, and Conservative thinking, were determining the terms of the education debate. "We set out the idea for a national curriculum and it is now accepted by the Labour Party," he said.

The minister outlined a common usage of subjects for all pupils up to the age of 16 - English, maths, history, geography, science, technology and at least one foreign language.

And he outlined a plan for testing pupils in the basic subjects at ages 7, 9, 11 and 14.

Mr Baker poured scorn on the local authorities, particularly Labour-run ones. He was scathing about those L.E.A.s who have advocated a non-competitive approach to schooling.

Their aim is, in the words of one

"It has become rather unfashionable to give tests to children today because there is a belief that that segregates the winners from the losers," he said. But Mr Baker made it plain that he is not interested in a re-introduction of selection at 11.

It was, in the circumstances, a brave assertion. Mrs Thatcher had won rapturous applause from Young Conservatives when she said: "One of the biggest mistakes ever made was to abolish most of the grammar schools."

Where Mr Baker was scornful, the Prime Minister was vitriolic. "Parents do not want teachers forcing what is called 'positive images for gays' on innocent children. They want traditional values and a framework of discipline."

Moderate Conservatives pledged this week to fight any attempt by the Government to restore grammar schools.

They intend to launch a new pressure group next month, the Conservative Education Association, to combat the growing influence of the radical right.

The new association will be firmly committed to comprehensive schools and will attack measures such as the Assisted Places Scheme and the proposed city technological colleges.

Their aim is, in the words of one

To this end the Conservatives were determined to "take some powers away from the Haringeys and the Brents" and to "insist that every child is taught certain basic subjects".

At much the same time as the Prime Minister and her Education Secretary were lecturing their young supporters, Mr Kinnock and his would-be education minister were wooing their local government members at a conference in Leeds.

It is no secret that Mr Kinnock and Mr Radice are no friends of the Haringeys and the Brents of this world. Both have publicly distanced themselves from the antics of the more ideologically pure Labour councils.

But at Leeds on Friday and Saturday, both went out of their way to

member, "to rescue Kenneth Baker from the grips of the far right and to restore the tradition and ideals of RAB Butler and Edward Boyle."

The main points are: a firm belief that the Conservative Party should be concerned "with the schools that the majority of the country's children go to"; opposition to the restoration of grammar schools;

faith in the ability of local government to manage the education service effectively;

resistance to any Government attempt to take control of polytechnics away from local education authorities.

Members of the group's steering committee are Mr Philip Merridale, the Conservative chairman of the Association of County Councils education committee; Professor Paul Wilkinson, of Aberystwyth University; Mr Demetri Argyropoulos, former chairman of the Conservative National Advisory Committee on Education; and two current officers of the NAC, Mr Peter Hall-Dickinson and Mr Bernard Smith.

Borough bids to end parent worries over gay policy

by Richard Garner

A key figure in Haringey Council's plans to promote positive images of homosexuals and lesbians in schools sought to allay parents' fears about the policy this week.

Mr Bob Crossman - former Labour MP and now a professional assistant in charge of equal opportunities at neighbouring Haringey - told a public meeting in Tottenham on Monday night that guidelines "will not be implemented without people's knowledge or consent".

He added that the policy - which would include an overall commitment to improve employment prospects for women and people from ethnic minorities in schools, as well as establishing the rights of homosexuals and lesbians - "didn't arrive from Mars in May". When the new Labour group took office.

"Discussion has been going on for 10 years," he added. "What we need is rational discussion and we need people to sit down and think things through."

It is likely that draft guidelines will be available for discussion by the autumn term in relation to secondary schools.

Mr Crossman said that different guidelines would be drawn up for primary schools and for colleges and the youth service. "Governors and other people with an interest in these guidelines must be in a position to discuss them when the time comes."

The plans - agreed at a council meeting last autumn - called for an investigation into adopting an "anti-heterosexist" approach in schools and colleges, and provoked an outcry from teachers' and local parents' groups.

But at Monday's meeting - organised by the Haringey branch of the All-London Parents Action Group - parents were more worried about the lack of liaison between them and teachers because of the two-year-old pay dispute, and complained that homework was still not being set or reviewed.



In the mood: young Welsh musicians enjoy a few bars' rest at the Schools Prom Wales, jointly sponsored by the Association of Music Industries, Commercial Union Assurance, Marks and Spencer, and The TES. Review page 33.

Redeployment talks to start in inner London

Leaders of the Inner London Education Authority and teachers' unions begin talks today over plans to avert a budget crisis by compulsorily redeploying staff.

Individuals would get £1,000 to move.

The discussions follow a National Union of Teachers decision to lift the suspension of the officers in its Inner London branch. An NUT disciplinary committee meeting earlier this week reprimanded seven officers for calling an unofficial strike earlier this month.

The ILEA is facing the possibility of strike action by college lecturers over its proposals for tertiary reorganization.

The authority is under pressure to review its plans following the threat

made by staff at Hackney College's Popular and growing concern within the controlling Labour group that present proposals may be too limited.

The local branch of NATFHE, the college lecturers' union, voted unanimously this week for strike action. It wants firmer assurances of jobs for existing lecturers and guarantees that traditional subjects such as engineering will not be cut.

Ms Frances Morrell, ILEA's leader, spent £1,464.50 of the authority's money earlier this week for seven lots of silver at a Christie's auction.

The tea trays, vegetable dishes, wine coasters, bread basket, fruit bowl and muffin dishes were the property of the now defunct Greater London Council.

They will be going to the Westminster Catering College.

Auditors censure MSC

The Government is spending more than £1 billion a year in taxpayers' money on job training without having any real idea of the skills industry needs, according to a report published this week.

The National Audit Office, the independent public spending watchdog, says the Manpower Services

Commission - responsible for the Government's training projects - has no comprehensive information about the skills industry needs, nor the talents and abilities of the unemployed.

The report is due to be debated by the House of Commons Public Accounts Committee on February 23.

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As the Teachers' Pay and Conditions Bill clears its final hurdles in the Lords, John Pearman fears that implementation of the structure and conditions will force local authorities into an impossible position.

The Secretary of State for Education and Science does not, unlike his predecessor, appear to be a man much afflicted by doubt. But as he surveys the future, he might recall Dryden:

Ev'n victors are by victories undone

On the surface, Kenneth Baker has indeed triumphed. He has secured from grudging Cabinet colleagues £300 million of taxpayers' money for teachers' pay this year. At his initiative, Parliament is legislating to suspend, possibly indefinitely, negotiations between the notoriously divided teacher unions and their employers; a development the consequences of which will reverberate within the education service and beyond for years.

In his own eyes at least, he has won an obscure but centrally important argument over the most appropriate grading structure for the teaching profession. He has created the conditions in which the employers have been able to bring the teachers to acknowledge the need for pay and conditions to be considered alongside each other and for their duties and hours of work to be contractually enforceable.

Yet the glitter of these achievements seems almost certain to tarnish. The three largest unions are bitterly hostile not just to the unilateral suspension of their negotiating rights, but also to the grading structure the Government will shortly be introducing through legislation. The employers who will have to oversee the implementation of the new structure and the new contract on the ground fear becoming piggies in the middle between the unions and the Government, and are justifiably apprehensive that the new legislation is evidence of a still sharper tilt away from local government towards the centre.

Kenneth Baker's success so far is undoubtedly attributable to a large extent to public impatience with the attrition of the past three years in the schools and in the national negotiations between the teachers and the employers. The local authorities have certainly not been helped by the divisions among the teachers. But it is a dishonest oversimplification to attribute the turbulence of the last three years to those divisions, when it has been obvious to all those concerned that the root cause has been the Government's slowness to acknowledge the need to devote very large sums of new money to teachers' pay.

What is so frustrating about the immediate prospects for the schools is that the Government has chosen to override the views of the education service when so many of their objectives have been achieved through the negotiated settlement between the teachers and the employers that was ratified on January 7. An enforceable contract acceptable to the Government, teacher appraisal, acknowledgement that in future pay and conditions should be negotiated together, with

acceptance of a role for Government in negotiations: these epochal changes have all been agreed between the employers and the teachers. All would have the support of the unions in the always bumpy transition that accompanies any changes requiring alteration to customary ways of thought and behaviour.

Why, then, has the Government chosen the hard way? Its stated objections to the agreement of January 7 are threefold: the grading structure is

insufficiently flexible and differentiated – a favourite term of Government criticism being that the agreed structure is "egalitarian"; the pay increases cost too much; the additional parts of the package dealing with issues such as maximum class size and cover for absence cannot be afforded.

The second objection could be accommodated without difficulty by delaying the implementation of the pay deal by about six weeks.

The third objection is not the central

issue – Kenneth Baker is unlikely to want to be seen arguing for less against the proposition that class size should be limited to a maximum of 30.

The Government's central role in the grading structure is the first, and the Government's position appears to be the belief that ordinary classroom teachers will only give of their best under the spur of selective measures.

The inescapable implication of the selection of "good" teachers by a system is that those who are not "good" are not "good"; nothing more, nothing less. The system is a service without satisfactory measures of performance. As a result, employers' "egalitarian" system to be introduced would be a five (possibly six) distinct levels of responsibility. Moreover, the system is strictly necessary for a system where over 30 per cent of schools have 15 or fewer teachers.

As for career incentives, the ample opportunity for the ambitious to achieve two, three or more promotions in a career.

The agreed structure is acceptable to two of the three large unions. It believes it is not to be replaced. The structure was modified to be acceptable to the Secondary Heads' Association members' manage the large complex and most difficult task of confidence, therefore, that the system in the profession from where teachers to the heads of the schools believe the local agreement to be a workable basis for running the schools.

Parliament will no doubt grant Secretary of State his wish. It is still time for him to pull back the dangers of overriding a freely negotiated agreement. All of which dispute have perhaps been a prayer in aid for our various views the needs of pupils and some public cynicism on the issue is understandable.

But it is surely the ultimate disgrace for the Government to risk the continuation of disruption in the schools in order to secure unproven points of the best grading structure in schools. I beg Kenneth Baker to reconsider before it is too late.

John Pearman is leader of the teachers' panel on the Bambergo Committee.

Piggies in the middle



Max Morris recalls that it was Shirley Williams' Great Debate ten years ago which gave the first government push towards a . . .

Centralized curriculum

On February 18, 1977, what has become known in educational lore as the Great Debate was formally inaugurated at a meeting in Newcastle upon Tyne. As an operation, though of a rather badly thought out plan of the mandarins, it will always and rightly be indissolubly associated with the name of the then Secretary of State, Mrs Shirley Williams.

It had all originated in the notorious Yellow Book, a secret report of the mandarins prepared for the Prime Minister, Mr James Callaghan, and leaked to *The TES* and *The Guardian*, which denigrated the work of the schools and the Schools Council. Teacher representatives accused it of distortions, half-truths and worse.

None of this prevented Mr Callaghan using it as a brief for his Ruskin speech in October 1976 nor Mrs Williams from proceeding with her plans and organizing the ballyhoo around them. First there were to be a series of consultations with "the teachers' organizations, the partners in industry and representatives of further and higher education" . . . to consider how to take further the present discussion on the curriculum and on basic skills. There would then be Department of Education and Science proposals to be discussed at eight regional meetings. In fact, the preliminary consultations were purely formal and did not

be crucial. The Government was, of course, in the middle of a cuts programme, and it was clear that central intervention in the curriculum was the name of the game.

Seven sets of people were invited to the eight regional conferences which were each about 200-strong. They included the schoolteachers' unions as well as those from further and higher education, parents, local authorities, trade unions, employers, local bigwigs and DES nominees. This selected audience then met for five hours to discuss a four-point agenda, with each item opened by an appointed speaker for 15 minutes, leaving four hours for discussion – less the time taken by the minister's speech. So less than three-quarters of an hour was allowed for 200 articulate people to discuss each of the following hugely important topics:

- aims and content of curriculum;
- educational standards and assessment, performance of the school system, reform of the GCE and CSE;
- teacher training;
- schools and working life.

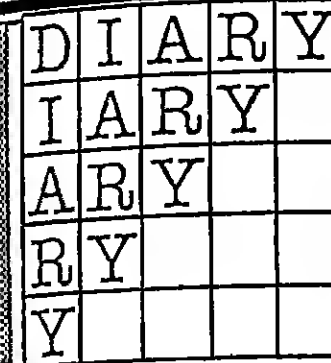
Yet the Secretary of State had told the House of Commons that "this will be the first occasion on which there would have been widespread consultation with the parental interests . . . I hope one of the outcomes will be a more balanced view of what is happening in education".

As a serious educational debate the whole operation was farcical. The whole operation was farcical. The whole operation was farcical.

Yet Mrs Williams suggested "general conclusions and broad ideas for the future of education" emerge from conferences of this kind. It was clear that there was a "view" for the official DES position, though no resolutions were passed, and no votes taken. She had conceded, however, that there was no support for a centrally imposed curriculum.

The Secretary of State put the argument for the need to solve the problem of families who moved from one area to another during their lives and whose children were not in the same school. When it was pointed out to him that the only solution to this problem was a totally centralized organization, he was clearly, nevertheless, not in agreement.

It was clear, nevertheless, that DES was determined to go ahead with its curricular plans. The year was 1977, the Great Debate was in its infancy, and the DES was determined to go ahead with its curricular plans. The year was 1977, the Great Debate was in its infancy, and the DES was determined to go ahead with its curricular plans.



Boors' bliss

Could be that the Tories are right and it was a mistake to scrap the 11-plus. The action of those Young Conservatives, who burst into a refrain of "striving to be up" following a vote at their weekend conference in Scarborough to restore hanging, was a sure sign of falling standards of behaviour, not to mention diction. Hard to say whether it is comprehensible or independent schools who should be blamed.

The youngsters were on their best behaviour for the "Matron", as they affectionately refer to the Prime Minister. They went into raptures over her fond remembrances of the good old days of the grammar schools before Labour axed them. Many of them were still in nappies when the then Conservative Secretary of State in the 1970-74 Heath Government was approving numerous comprehensive reorganization schemes, so it understandably never crossed their minds to ask the leader: "How many grammar schools did you close down?"

Fortune teller

Living proof that education isn't all that it's cracked up to be is Mr Jim Hastings who until this week was clerk to the House of Commons Select Committee on Education.

Romany blood flows through his veins and though he admits that he was "born and bred and lived ever since under a roof", he was, until age 13, "a persistent truant".

He has moved on to become the Registrar of Members' Interests – the civil servant responsible for monitoring MPs' extra-parliamentary earnings.

Like all good mandarins, he won't comment on his political masters, past and present. But it's no secret that he was a trifle miffed when the current Select Committee chairman, Sir William Van Straubenzee, ruled that he ought not to accept hospitality from journalists.

Punch line

The Acronym award for worst joke of the week to Mr John Somerville-Moyle, second master at Eitham College in South London.

The decision of the London Coffee Information Centre to launch a "Certificate in Coffee Studies" is, he says, a "welcome, if belated, response to the recommendation of the Beveridge Report".

Beveridge, cups of tea, get it? A small jar of Nescafé is on its way to you, Mr Somerville-Moyle.

Fire watcher

London's most outstanding exponents of "positive image" policies for gays have at long last realized that what they are most in need of is a positive image for themselves.

Harrogate's Labour councillors have decided that what they need is someone to sell their equal opportunity, anti-heterosexist policies to their, at times, antagonistic constituents. What with a Baptist minister threatening to starve himself to death unless the pro-gay policy is scrapped and militant parents insisting that they don't want their little Darren turned into a Dawn, it won't be the easiest of jobs.

But Bob Crossman, former ILGA member and now Mayor of Ilkington, has decided that he will do it. He has appointed a male friend as his spokesperson, and survived to tell the tale. And he fondly recalls his days at the ILGA when, he tells friends, he used to put out the fire started by Frances Short.

Sue Surkes looks at the task ahead for the committee of inquiry into English language teaching

Shuffling towards the light switch



Benchmarks have been established for foreign languages learning but English has been a tougher challenge.

Language might well be the "light of the mind", as John Stuart Mill so delicately put it more than a century ago. But the best route to the switch is still a hotly disputed matter, as the Education Secretary's committee of inquiry into English language teaching will be only too acutely aware.

Mr Kenneth Baker's inquiry announcement attracted cynicism and a degree of derision from some quarters. There were those who drew a parallel with the Bullock inquiry into language and reading appointed in 1972 under similar circumstances of ministerial panic about standards. If the Bullock Report recommendations have still not been implemented, what chance does another committee stand?

Following publication of the committee's membership and terms of reference, however, interest has mounted and questions have taken a different line. What, people are asking, do the terms of reference mean when they call for a model of the English language? Is it realistic to lay down what children should be expected to understand at the ages of 7, 11 and 16? How well-equipped is the committee to tackle these aspects? And how will it go about the business?

Only brief pointers emerged from the committee's first meeting earlier this week. Members agreed to begin their work by considering what aspects of language needed to be taught to equip youngsters for adult life.

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Benchmarks in English were both necessary and viable. But the idea of determining this and other aspects of the terms of reference within a year was "frustratingly daunting." So what does all this talk about models and benchmarks mean to the classroom practitioner? One primary teacher in Warrington, Cheshire, said she thought there was a need for guidelines and standards. "I think the whole thing is left to the school or the individual."

But the aims of the committee were "pie in the sky . . . I think a lot of it is voice-catching and a clever way of avoiding lots of other issues."

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As the Teachers' Pay and Conditions Bill clears its final hurdles in the Lords, John Pearman fears that implementation of the structure and conditions will force local authorities into an impossible position

Piggies in the middle

The Secretary of State for Education and Science does not, unlike his predecessor, appear to be a man much afflicted by doubt. But as he surveys the future, he might recall Dryden:

Ev'n victors are by victories undone

On the surface, Kenneth Baker has indeed triumphed. He has secured from grudging Cabinet colleagues £300 million of taxpayers' money for teachers' pay this year. At his initiative, Parliament is legislating to suspend, possibly indefinitely, negotiations between the notoriously divided teacher unions and their employers; a development the consequences of which will reverberate within the education service and beyond for years.

In his own eyes at least, he has won an obscure but centrally important argument over the most appropriate grading structure for the teaching profession. He has created the conditions in which the employers have been able to bring the teachers to acknowledge the need for pay and conditions to be considered alongside each other and for their duties and hours of work to be contractually enforceable.

Yet the glitter of these achievements seems almost certain to tarnish. The three largest unions are bitterly hostile not just to the unilateral suspension of their negotiating rights, but also to the grading structure the Government will shortly be introducing through legislation. The employers who will have to oversee the implementation of the new structure and the new contract on the ground fear becoming piggies in the middle between the unions and the Government, and are deeply apprehensive that the new legislation is evidence of a still sharper tilt away from local government towards the centre.

Kenneth Baker's success so far is undoubtedly attributable to a large extent to public impatience with the attrition of the past three years in the schools and in the national negotiations between the teachers and the employers. The local authorities have certainly not been helped by the divisions among the teachers. But it is a dishonest oversimplification to attribute the turbulence of the last three years to those divisions, when it has been obvious to all those concerned that the root cause has been the Government's aliveness to acknowledge the need to devote very large sums of new money to teachers' pay.

What is so frustrating about the immediate prospects for the schools is that the Government has chosen to override the views of the education service when so many of their objections have been addressed through the negotiated settlement between the teachers and the employers that was ratified on January 7. An enforceable contract acceptable to the Government; teacher appraisal; acknowledgement that in future pay and conditions should be negotiated together, with

acceptance of a role for Government in negotiations: these epochal changes have all been agreed between the employers and the teachers. All would have the support of the unions in the always uneasy transition that accompanies any changes requiring alteration to customary ways of thought and behaviour.

Why, then, has the Government chosen the hard way? Its stated objections to the agreement of January 7 are threefold: the grading structure is

insufficiently flexible and differentiated—a favourite term of Government criticism being that the agreed structure is "egalitarian"; the pay increases cost too much; the additional parts of the package dealing with issues such as maximum class size and cover for absence cannot be afforded.

The second objection could be accommodated without difficulty by adjusting the implementation of the pay deal by about six weeks.

The third objection is not the central

issue—Kenneth Baker is unlikely to want to be seen arguing, for instance, against the proposition that class size should be limited to a maximum of 30.

The Government's central objection is the first one, relating to grading structure. At the heart of the Government's position appears to be the belief that ordinary classroom teachers will only give of their best under the spur of selective pressures.

The inescapable implication of a selection of "good" teachers for promotion is that those who are not promoted are not "good", nothing would be more damaging to the morale of service without satisfactory evidence of measures of performance. As a result, employers' "egalitarian" structure provides for a third of points to be awarded to a third of teachers (possibly six) to distinguish a system where over 80 per cent of schools have 15 or fewer teachers.

As for career incentives, then, ample opportunity for the ambitious to achieve two, three or more promotions in a career.

The agreed structure is acceptable to two of the three large unions; it is believed it is not to be egalitarian enough. The structure can be modified to be acceptable to the Secondary Heads' Association who members manage the largest, most complex and most difficult school system in the profession from day to day, to the heads of the best schools believe the local authority agreement to be a workable basis for running the schools.

Parliament will no doubt give the Secretary of State his Act. But the still time for him to pull back the dangers of overriding a freely negotiated agreement. All of us in the dispute have perhaps been too busy to pray in aid for our various points of view the needs of pupils and parents and some public cynicism on the issue is understandable.

But it is surely the ultimate disgrace for the Government to risk the continuation of unresolvable disruption in the schools by a decision to impose a new, unproven and best grading structure on schools. I beg Kenneth Baker to change his mind before it is too late.

John Pearman is leader of the teachers' panel on the Education Committee.



Max Morris recalls that it was Shirley Williams' Great Debate ten years ago which gave the first government push towards a . . .

Centralized curriculum

On February 18, 1977, what has become known in educational lore as the Great Debate was formally inaugurated at a meeting in Newcastle upon Tyne. As an operation, though, it was a far cry from the planned of the mandarins, it will always and rightly be indissolubly associated with the name of the then Secretary of State: Mrs Shirley Williams.

It had all originated in the notorious Yellow Book, a secret report of the mandarins prepared for the Prime Minister, Mr James Callaghan, and leaked to *The TES* and *The Guardian*, which denigrated the work of the schools and the Schools Council. Teacher representatives accused it of distortions, half-truths and worse.

None of this prevented Mr Callaghan using it as a brief for his Ruskin speech in October 1976 nor Mrs Williams from proceeding with her plans and organizing the ballyhoo around them. First there were to be a series of consultations with "the teachers organizations, the partners in industry and representatives of further and higher education . . . to consider how to take further the present discussion on the curriculum and on basic skills". There would then be Department of Education and Science proposals to be discussed at eight regional meetings.

In fact, the preliminary consultations were purely formal and did not seriously influence the agenda of the regional meetings. Notably, the question of resources was not to be mentioned, though the teachers considered this to

be crucial. The Government was, of course, in the middle of a cuts programme, and it was clear that central intervention in the curriculum was the name of the game.

Seven sets of people were invited to the eight regional conferences which were each about 200-strong. They included the schoolteachers' unions as well as those from further and higher education, parents, local authorities, trade unions, employers, local bigwigs, and DES nominees. This selected audience then met for five hours to discuss a four-point agenda, with each item opened by an appointed speaker for 15 minutes, leaving four hours for discussion—less the time taken by the minister's speech. So less than three-quarters of an hour was allowed for 200 articulate people to discuss each of the following hugely important topics:

- aims and content of curriculum; educational standards and assessment; performance of the school system; reform of the OCE and CSE;
- teacher training;
- schools and working life.

Yet the Secretary of State had told the House of Commons that "this will be the first occasion on which there would have been widespread consultation with the parental interests . . . I hope one of its outcomes will be a more balanced view of what is happening in education".

Even one parent would be very lucky to get five minutes' worth of curriculum time, or a single trade unionist or employer. A "balanced view"?

As a serious educational exercise the whole operation was farcical. It could meetings organized in this way produce anything of value?

Yet Mrs Williams and her colleagues "general conclusions and broad ideas" from the conferences of this kind and when we met her after the event insisted that there was a "major view" for the official DES position.

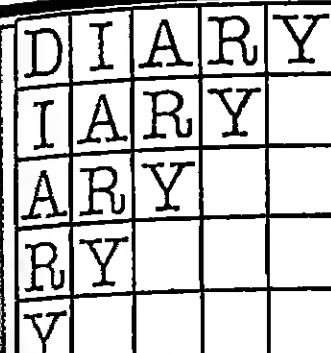
Though no resolutions were put to a vote, and no votes taken, she had no support for a centrally organized curriculum.

The Secretary of State put forward the argument for the need to solve the problem of families during their work one area to another children's education from the lack of a unified curriculum. When it was pointed out to her that only a unified curriculum could do this, she said: "I am not sure that is the only solution."

It was clear, nevertheless, that the DES was determined to go ahead with its curriculum plans. There were more "consultations" and there followed the long series of circulars, inspectorate and DES reports, and which the Great Debate was a flamboyant window dressing.

The child conceived by Mrs Williams was in the end a stunted one. Sir Keith Joseph and Mr Kenneth Baker. Such are life's little ironies.

Max Morris is a former president of the National Union of Teachers.



Boors' bliss

Could be that the Tories are right and it was a mistake to scrap the 11-plus. The action of those Young Conservatives, who burnt into a raft of "staring up, string 'em up" following a vote at their weekend conference in Scarborough to restore the 11-plus, was a sign of falling standards of behaviour, not to mention diction. Hard to say whether it is comprehensive or independent schools who should be blamed.

The youngsters were on their best behaviour for the "Matron", as they affectionately refer to the Prime Minister. They went into raptures over her fond remembrances of the good old days of the grammar schools before Labour axed them.

Many of them were still in nappies when the Conservative Secretary of State in the 1970-74 Heath Government was approving numerous comprehensive reorganization schemes, so it is understandable never crossed their minds to ask the leader: "How many grammar schools did you close down?"

Fortune teller

Living proof that education isn't all that it's cracked up to be is Mr Jim Hastings who until this week was clerk to the House of Commons Select Committee on Education.

Roman blood flows through his veins and though he admits that he was "born and bred and lived ever since under a roof", he was, until age 13, "a peasant's trust".

He has moved on to become the Registrar of Members' Interests—the civil servant responsible for monitoring MPs' extra-parliamentary earnings.

Like all good mandarins, he won't comment on his political masters, past and present. But it's no secret that he was a little wuffed when the current Select Committee chairman, Sir William Whitelaw, ruled that he ought not to accept hospitality from journalists.

Punch line

The Acronym award for worst joke of the week to Mr John Somerville-Melkide, second master at Eltham College in South London.

The decision of the London Coffee Information Centre to launch a "Caracole in Coffee Studies" is, he says, a "welcome, if belated, response to the recommendation of the Beveridge Report".

Severance, cups of tea, get it? A small jar of Nescafé is on its way to you, Mr Somerville-Melkide.

Fire watcher

London's most outstanding exponents of "positive images" policies for gays have at long last realized that what they are most in need of is a positive image for themselves.

Haringey's Labour councillors have decided that what they need is someone to sell their equal opportunity, anti-discrimination policies to their, at times, antagonistic constituents. What was a Baptist minister threatening to sue Haringey's council is now a full-time job.

But Bob Crossman, former ILEA member and now Mayor of Islington, has a good choice as his ally. He has caused a storm in Islington when he appointed a male friend as his gayness officer.

And he fondly recalls his days at the ILEA, when, he tells friends, he used to put out the fires started by Frances Morris.

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Sue Surkes looks at the task ahead for the committee of inquiry into English language teaching

Shuffling towards the light switch



Benchmarks have been established for foreign languages learning but English will be a tougher challenge.

Language might well be the "light of the mind", as John Stuart Mill so delicately put it more than a century ago. But the best route to the switch is still a hotly disputed matter, as the Education Secretary's committee of inquiry into English language teaching will be only too acutely aware.

Mr Kenneth Baker's inquiry announcement attracted cynicism and a degree of derision from some quarters. There were those who drew a parallel with the Bullock inquiry into language and reading appointed in 1972 under similar circumstances of ministerial panic about standards. If the Bullock Report recommendations have still not been implemented, what chance does another committee stand?

Following publication of the committee's membership and terms of reference, however, interest has mounted and questions have taken a different line. What, people are asking, do the terms of reference mean when they call for a model of the English language? Is it realistic to expect to understand at the ages of 7, 11 and 16? How well-equipped is the committee to tackle these aspects?

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Diane Spencer reports that HM Inspectors found much to like in Southall schools

Positive benefits in area of disadvantage

Schools in one of the most educationally disadvantaged areas of the country have received a glowing report from HM Inspectors.

In autumn, 1985, Inspectors visited 10 schools in Southall in the London borough of Ealing as one of several exercises in the wake of publication of the Swann report on the education of ethnic minority children.

The area has a rising population of about 53,000, of whom almost half are under 24, and between 80 and 90 per cent of pupils at the schools visited were children of New Commonwealth parents.

Inspectors found that pupils of all ages were highly motivated. They displayed maturity and a responsible attitude to their work and possessed considerable social confidence.

"In particular, most of the black young people in the schools and youth groups are able to blend their own cultural values successfully with those of the society in which they live, to the mutual enrichment of both."

"Overall, there are many aspects of educational provision in Southall of which the authority, schools and youth centres may be proud," the inspectors conclude.

A survey carried out by the authority in 1985 showed that 82 per cent of Southall pupils came from homes where English was not the first language, and of these 80 per cent spoke Punjabi, 7 per cent Gujarati and 7 per cent Urdu.

Southall scores highly on measures of educational disadvantage: it has the highest unemployment rate in the borough, more than 40 per cent of households share a dwelling compared with 10 per cent in the borough as a whole, and many houses are severely overcrowded.

This might have led schools to expect poor attendance, lack of motivation and disruptive behaviour. Inspectors remarked, But teachers told them this would be quite unjustified and would seriously underestimate the stability and the commitment to education shown by families.

English was given a high priority in all the schools visited by the inspectors. In primary schools, they found the best work was based on pupils' first-hand experience.

"One striking aspect of this work is the skilled and sensitive way in which many teachers move between English and pupils' mother tongue. Pupils respond with obvious pride."

A "generous allocation of time" is given to maths in primary schools, although too much of the work was based on sets of identical worksheets. And the amount of time given to English and maths meant less was spent on creative subjects.

Two of the three high schools inspected were in a reasonable state of repair and cleanliness, but the third was "quite unacceptable". One teaching area and the boys' lavatories were "obviously deficient at a basic

level of health and safety".

"However, even in this school there are examples of the best use being made of poor surroundings."

Modern language teaching organization is complicated and sometimes confusing for pupils, inspectors said. Although some liaison between high schools and middle schools exists, there is no standardization of courses, so many pupils have a different experience of French and of a community language when they reach secondary level.

Two high schools expect pupils to opt for French, German or Punjabi at 12, while the third school offers German or Punjabi for some pupils at 13-plus. The number of pupils continuing modern languages at fourth and sixth year is disappointing, said inspectors.

From meetings Inspectors had with parents, it was clear that they had "immense concern for and interest in their children's education". Schools and the education authority would benefit from working more closely together to find additional ways of tapping their huge reserves of goodwill.

Effort and achievement: aspects of educational provision in Southall 1.e.s. London borough of Ealing. HM Inspectors. Available from the Department of Education and Science, Publications and Despatch Centre, Honey-pot Lane, Stanmore, Middlesex HA7 1AZ.



High motivation: pupils in Southall show a responsible attitude to their work

Racism inquiry to follow murder trial

by Sue Surkes

Manchester City Council is to press ahead with an independent inquiry into allegations of racism at Burnage High School following the trial of 14-year-old Darren Coulbourn who stabbed and killed fellow pupil Adnan Ullah - a 13-year-old Asian boy.

Coulbourn was sentenced to be detained indefinitely by Mr Justice Garland at Manchester Crown Court last week. The jury returned a unanimous verdict after four hours' deliberation. Coulbourn had denied the playground knife murder which took place last September.

The inquiry will be headed by Mr Ian Macdonald, a barrister specializing in race relations law, and will be held in public. Other members will be decided upon following consultations with interested parties, including the Bangladeshi community.

The inquiry's terms of reference will include looking at staff, pupil and community attitudes to racism, mechanisms for dealing with racial harassment, anti-racism and multi-

cultural education and arrangements for communication between home and school.

Mr John Nicholson, chief of council's race subcommittee, said the inquiry was "aimed at a second investigation into the boy's death, but an examination of the situation at the school."

"We are aware that racism cuts throughout our society and our schools and therefore the inquiry must take account of this and make recommendations to deal with racism."

In a report whose details were carried in *The TES* in August, an authority inspector criticized the school at the lower section of Burnage High School, saying that "aggressive and violent behaviour appeared to be normal."

In the autumn, council officers will conduct a direct line number to parents and children at the school and invite them to discuss any worries in connection with a senior education officer.

Male teacher wins case in equal pay claim

Mr John Couch, a Scale 1 Welsh-language teacher, has been awarded around £1,300 in back pay by a Hereford industrial tribunal to bring his salary into line with four women teachers doing the same job who are on Scale 2.

The anomaly in pay arose in 1974 when Powys County Council was created from three former councils and teachers of Welsh in North Powys were on Scale 2, whereas those in the south were on Scale 1.

The tribunal said the council's policy of continuing to appoint on a differential basis for 12 years after the implementation of the Equal Pay Act was not justified by any material factor.

The Equal Opportunities Commission, which supported Mr Couch, commented on the verdict: "Many teachers' salary brackets are discriminatory, they can become the stage of application for those who teachers are paid at the levels for doing the same job. It is hoped that education authorities will appreciate the significance of this case."

The £1,300 amounts to two years' back pay - the longest period for which the Samaritans' Privilege Admissions House Ltd, 6, Emerson Street, London SE1 9DU, can claim.

Trust calls for £25m to attract overseas students

by Patricia Rowan

It is time that the Department of Trade and Industry paid its fair share of the cost of educating overseas students in Britain, according to an independent educational charity funded by international big business.

In addition, the Department of Education and Science should make a block grant to universities and polytechnics, so that individual institutions could make their own awards to attract at least 2,000 extra overseas students to British higher education.

These are the two major recommendations in a policy document *The Next Steps: Overseas Student Policy into the 1990s*, published today by the Overseas Students Trust, which recommends a £25 million programme of targeted scholarships to support 5,000 more students.

The DTI should contribute £10 million for award schemes to promote trade and commercial interests, the report proposes, and backs it up with new research showing that overseas students spend £1 billion a year in this country, which might be thought to justify "a modest sum to help promote Britain as an attractive place to study".

Our major competitors, West Germany, France and Japan, it is pointed out, put considerable resources into attracting foreign students, in hope of a long-term pay-off in trade and influence, while the DTI seems confined by short-term objectives.

It is proposed that the DES should funnel an extra £5 million through the University Grants Committee and the National Advisory Body, so that universities and polytechnics can build flexibly at first degree level on the highly successful Overseas Research Students Awards Scheme introduced in universities in 1980.

The report also recommends better marketing of UK higher education overseas. The DES and the Department of Employment should contribute £1 million each to expand the British Council Education Counselling Service (since the DE already supports the British Tourist Authority for its job-creating potential). And it emphasizes that students who are paying full-cost fees should get the quality of courses and welcome they expect, or they will take their custom elsewhere.

Founded in 1961 by international companies including Unilever, Barclays Bank, B&S and Shell, to promote the education in the UK of overseas students, the Trust's independent research, seminars and publications have made it influential in policy-making, especially since the Government's 1980 decision to make overseas students pay the full cost of fees.

The ill-effects of that decision, in terms of the decline in overseas student numbers, and damaged cultural and trading links, were charted in the Trust's 1982 publication *A Policy for Overseas Students*. (The latest figures show total enrolments in 1984 at 56,121, compared with 88,037 in 1979).

That document, which produced its first modest and carefully cosed proposals for targeted scholarship awards, rather than a return to blanket subsidies, launched a skilful campaign which bore fruit the following year in Pym's Package: the announcement by the then Foreign Secretary, Mr Francis Pym, of £46 million over three years, half of it new money, the rest redistributed within the aid programme.

But as Sir Kenneth Berrill, who chaired the advisory group responsible for *The Next Steps* points out, the Pym Package was a short-term palliative, which helped level off overseas student numbers but produced a lop-sided effect.

Last time round, the Department of Trade and Industry refused any financial involvement, and left it to the Foreign Office to whip up support in private industry. Now the Overseas Student Trust is going into heavyweight attack again. Though the pattern has changed a little, with more (subsidized) EEC students and fewer from the Third World, most still come from the Commonwealth, Sir Kenneth points out. "In trade terms we should be looking elsewhere."

Mr Kenneth Baker, a former DTI man and now Education Secretary, has not got that particular message yet. He flew out to Hong Kong this week to spearhead a student recruitment drive, though Hong Kong already leads the overseas student league table.

The Next Steps: Overseas Student Policy into the 1990s. The Overseas Student Trust, 177 Vauxhall Bridge Road, London SW1. £10.

Time to Talk costs £30 and is available from the Samaritans' Privilege Admissions House Ltd, 6, Emerson Street, London SE1 9DU.



Change by degrees: the report wants a commission to advise on national needs

Croham backs slimmer university grants body

by Diane Spencer

The University Grants Committee should be replaced by a new and smaller University Grants Council, the Croham Committee recommends in its official report published this week.

The nine-strong committee, led by Lord Croham, chairman of the Guinness Peat Group, spent 18 months reviewing the work of the UGC at the request of Sir Keith Joseph, the then Education Secretary.

The report - details of which have already been revealed in *The TES* - says the new body should be chaired by an eminent figure with substantial experience outside the academic world, and led by a full-time director general with "equivalent status to the present post of UGC chairman". He or she would also be the accounting officer for grants to the universities.

The new, streamlined council would be reduced to 15 members, including the chairman, from the present number - which varies between 17 and 22. Although the Croham report sets no pre-conditions for members, it says they should be drawn in equal numbers from the university and the outside world and at least one should have experience of medical education.

The report notes that, during most of the course of its inquiry, there was only one woman member of the UGC. "This hardly provides an example for the advancement of women within the universities," it says.

The Department of Education and Science should have a non-voting rep-

resentative on the new council, who should attend meetings as of right. The report rejects the present UGC practice of conducting some of its business in private.

Croham says an intermediary body between the Government and the universities is necessary to provide independent advice on policy objectives, on the capabilities of the universities, on funding levels and their consequences on the institutions.

The national interest is best served, in the long term, by insulating the distribution of grant from immediate political pressures, the report states. The Government should play no part in distributing grants to individual institutions, nor should it give guidance in this respect, the report says. But as the Education Secretary is ultimately answerable in Parliament for the Government's funding policy, he or she needs, as with the research councils, a reserve power to issue directions to the Council, if necessary.

Among some 40 recommendations, Croham wants to see instituted: a United Kingdom Education Commission to advise the Government and educational institutions on national needs; triennial funding, if inflation remains below 5 per cent, with recurrent grants generally for periods of three years, and only less in a national emergency; financial memoranda controlling funding relations between the Government and the new UGC, and the UGC and the universities.

The recommendation for a UK Education Commission stems from concern that industry and commerce are not playing as full a part as they might in educational developments. Its role would be to advise the Government on national goals or reforms. Croham wants an "unambiguous legal identity" for the council. This could be achieved by royal charter but should be approved by Parliament.

Mr Kenneth Baker, the Education Secretary, welcomed the Croham report as valuable and important. He is inviting interested bodies to make detailed comments on it by June 30, but would like reactions on its broader approach by the end of March.

The University Grants Committee will not be giving its reaction to the report until after its next meeting on February 26.

The Committee of Vice-Chancellors and Principals welcomed the report, especially as the Croham Committee had taken on board some of the recommendations it had made in its evidence - on more lay members, less secrecy, and a more widely recruited secretariat.

But the Association of University Teachers was unimpressed. Its president, Dr John Chartres, of Leeds University, said the report would produce a new quango to employ education as an agency of Government policy.

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PRIMARY

Encouraging the young private investigator

Mathematical investigations will be a compulsory part of 16-plus examinations for children currently in English primary schools.

That requirement, to be contained in the new GCSE for mathematics from 1991, is one important reason why primary schools should adopt an investigative approach to the subject, according to Wendy Garrard, the author of a new, practical guide to maths teaching.

Ms Garrard, a teacher at St Louis Roman Catholic primary school in Newmarket, Suffolk, was recently seconded for a term to the PRIME maths project, based at Homerton College, Cambridge and sponsored by the School Curriculum Development Committee.

Her guide, *"I don't know. Let's find out"*, was produced after several visits to Suffolk schools and sets out some of the reasons for doing investigations at primary level—among them the need to develop children's confidence and independence, and their ability to express themselves coherently.

Children also need to be made aware that maths is a tool to use in a variety of situations, Ms Garrard says.

Many investigations are "open-ended" and require teachers to work in a way that is often "failing" to their training. "The child," she writes, "needs to be provided with an environment where he or she is encouraged to question and enquire continuously. The teacher... must be prepared to intervene at appropriate stages taking care not to give away unnecessary 'clues'."

Teachers must be prepared to accept a range of results, encourage collaboration which may create noise and allow time for reflection and discussion.

Ms Garrard acknowledges that teachers may throw their children into disarray by suddenly altering their approach. So, before embarking on the early stages of investigation, work, teachers should discuss what they intend to do, explaining that it is new to them as well as to the children. "Let them know that you do not have all the answers and that they may well think up ideas that you may never have considered."

The guide, which includes a chapter on investigations to try, has been sent to all Suffolk schools—secondary as well as primary—by the county's senior maths adviser, Mr Peter Reynolds. Mr Reynolds was a member of the Cockcroft Committee on maths whose 1981 report helped to create a climate favourable to investigations.

Mr Reynolds said there was a danger that schools adopted the new approach simply because they were told it was a good idea and without understanding the philosophy behind it. "Wendy has put together a rationale that teachers can understand and apply," he said.

In Suffolk there had been a gradual "drip-feed" process, since Cockcroft, of in-service training and advisory help. "I think most of our teachers are ready for a practical guide like this,"

"I don't know. Let's find out". Mathematical Investigations in the Primary School by Wendy Garrard is available at £2.50 plus 50p postage from The Curriculum Development Section, Education Department, County Hall, Ipswich, Suffolk, IP4 1LJ.



Children need to realize that maths is a tool to use in a variety of situations



Important leather: Amy Fallon, from St Paul of the Cross Roman Catholic primary school, Warrington, looks over a Victorian hoot as part of a three-day project on life in the last century.

Special DES unit would take charge of under-5s' services

Labour holds out promise of £1bn expansion scheme

by Sarah Bayliss

A special unit for children under-five overseeing a £1 billion expansion programme, should be set up within the Department of Education and Science under a future Labour government, says a paper to be put before the party's national executive.

The unit, which would end the split between education and social services, would set minimum levels of provision backed up by law.

An authority such as Gloucestershire, which has no nursery places, would be open to prosecution from parents who wanted education or day care for their children.

The five-year programme would provide an extra 140,000 places a year for three to four-year-olds and 36,000 places a year for the under-threes. Between 16,000 and 18,000 jobs would be created annually.

The extra resources would fund not only nursery places—full-time and part-time—but also child-minding support schemes, playgroups, baby-sitting schemes and other initiatives by the voluntary sector.

The plans have been drawn up by Ms Harriet Harman MP, Labour spokeswoman for social services, who describes the current picture for under-fives and their families as one characterized by "gross underfunding and tremendous and unjustified local variations".

An appendix to her plan shows that no authority provides more than 20 per cent of its under-four-year-olds with a day nursery or nursery class/school place and the vast majority cover less than 10 per cent of the under-five population.

Local authorities should rectify the pattern by establishing their own under-fives' units as has already happened in Strathclyde.

Ms Harman says one of the main reasons why education should be the "lead" department is that, unlike social services, it is already established as a service, provided "as of right".

"This will help children escape the stigma of a welfare service for those who can't cope," she says.



Nursery architect: Harriet Harman with son Harry

Under a new legal framework, local authorities would have to produce information about parental demand for places and a five-year plan for meeting their needs.

Amendments to the 1944 Education Act would cover the under-fives and would allow parents to press for their demands to be met. Parents would also have the right to go to court claiming breach of statutory duty against any local authority which failed to draw up a plan, failed to get Government approval for it or failed to implement it.

Ms Harman proposes that responsibility for child care should be removed from her social services portfolio and be vested in the Education Department's brief. A separate ministry for children or the family is not being proposed.

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could be tapped for childcare arrangements. The Trades Union Congress recommended this course of action to the Labour Party in 1978 and some authorities, notably Strathclyde, but also Manchester, Liverpool and Sheffield, have begun to give their education departments sole responsibility for the educational and day care needs of under-fives.

The under-fives' package includes proposals for encouraging employers to start nurseries with an educational element. There would be capital allowances for equipment and buildings, childcare assistance for trainees on government training schemes and requests to planning authorities to encourage provision for nursery space in new buildings.

Significant changes would be made in child benefit—with an immediate rise of £7 for the first child—and in parental leave—including three months leave to be taken by the mother or father in the first two years of a child's life, once maternity or paternity leave had ended.

It is understood that the financial implications of Ms Harman's package were included in the jobs package approved last month by Labour's shadow cabinet. However, the party's home policy committee and national executive have not discussed it yet.

New child abuse project pioneered

The first county-wide child abuse prevention programme for primary schools is to be introduced in Sussex.

Heads voted unanimously at a meeting that their schools would take part in the scheme with the help of the Kidscope pack. This consists of materials for teachers and pupils to use in lessons to carry out their own prevention lessons.

Distribution of the pack will come from the authority approximately £10,000. John Ruddick, the county's education welfare officer, hopes that all 17 primaries will have started work on the project by the summer.

He said: "It is a confidence job rather than a competence job. The subject has been a difficult and sensitive one in the past. Kidscope gives teachers the information and support they need."

Heinz's treat

A series of three booklets about life in Britain is available free of charge to all primary schools through a conservation programme.

The texts have been written to help from teachers and encourage children to learn how to identify insects and flowering plants.

They are sponsored by Heinz, the food firm, in association with the World Wildlife Fund as part of a million conservation programme to protect wildlife and habitats at risk.

One set per school is available from the WWF Education Department, Panda House, 11-13 Oakfield Road, Godalming, Surrey GU7 1QJ. It costs 75p for postage and packing.

Sudanese supplies

Children and teachers who have been to the Sudan have raised £2,000 for the WWF Education Department by selling their own collections of 2p pieces.

The money will be spent on books and classroom equipment for a school in Khartoum, to buy medical supplies for a Save the Children clinic, and to provide musical and sports equipment for Okenden Venture project in Sudan.

Video exposé of the farms that breed resentment

by Sue Surkes

The Royal Society for the Prevention of Cruelty to Animals is marking the start of a new schools campaign with a video on factory farming methods.

The 15-minute film, *Food for Protest*, which was sent to local education authorities last Monday, has been produced with GCSE English and general studies courses in mind and represents the society's first attempt to introduce ethical issues into the classroom this way.

The video, prompted by requests from teachers and pupils for information about factory farming and the RSPCA's role, seeks to encourage youngsters to take some responsibility for the welfare of animals in food production.

It also aims to publicize the society's work and to reduce the impact of more radical animal liberation groups.

Ms Cindy Milburn, the RSPCA's head of education, said: "We are

urging the 16-plus age group actually to write to the people who have some say over legislation and to explain in their own words what it is they are concerned about."

She thought youngsters understood many of the issues, but wanted to feel they could change the system without having to resort to the more extreme methods they saw on television.

Ms Milburn said the society was going to play a more assertive educational role and had employed three additional education field officers, one of whom would deal with curriculum development.

Other initiatives planned include a booklet on the pros and cons of dissection that will include information about the policies of different examining boards.

Food for Protest is available on loan free from Viscom, Park Hall Road, Trading Estate, London SE8 6L.

Irish pupils suffer racism, group says

by Diane Spencer

Irish schoolchildren often deny their heritage because of the prejudice and discrimination they experience, says the 70,000-strong Federation of Irish Societies.

In a background paper on the place of the Irish in the multicultural debate, the federation says the "peripheral role" of the Irish in the curriculum is a "devastating indictment". The paper argues for Irish studies and culture to be part of the school curriculum.

Irish children are fully aware that it is not a positive asset to assert their cultural identity, it adds, so much so that second generation children deny their heritage.

Anti-Irish prejudice manifests itself in more overt and subtle ways today than in the past. The kind of racism aimed at Asians and West Indians now differs little from that directed at the Irish in past centuries, the report says.

Nor does this prejudice stop in school playgrounds; it permeates the curriculum. An analysis of textbooks shows that Ireland exists only in relation to British concerns, and then only in terms of violence and lawlessness.

"Irish history in British schools began in 1168, the implication being that nothing happened prior to that date." In most standard textbooks, it also seems that nothing happened in Ireland between the battle of the Boyne and the rising of 1798.



Once, Wilde and George Bernard Shaw; English literature has subsumed leading Irish authors

Ireland makes "hut fleeing appearances" in the context of the EEC. "In its own right, the country is a non-place." English literature has subsumed the leading Irish authors of modern times, notably Swift, Wilde, O'Casey, Synge and Shaw.

The paper concludes that there is a pressing need for Irish studies and culture in the school curriculum in terms of alleviating prejudice, acknowledging the role of minority cultures and promoting a sense of national identity in second generation children.

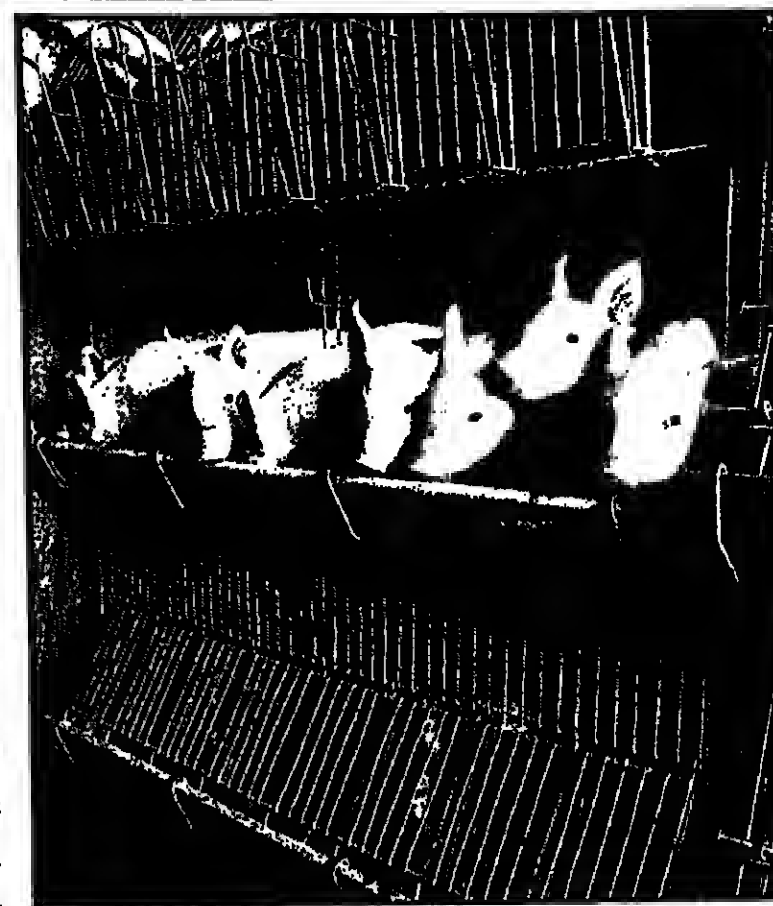
A national programme is needed, the federation says, because the public's perception of the Irish is a stereotype based on ignorance. Irish studies would be as valid in a school predominantly composed of Asian children as in one with a large Irish population.

Failure to grasp this point shows ignorance of the aims and objectives of multicultural education and the meaning of the title of the Swann report, *Education for all*, adds the federation.

The paper also says that the Irish are the largest ethnic minority group in Britain.

The Irish Community: the missing component in the planning and provision of multicultural education. Federation of Irish Societies, c/o Bernard McGrath, 97 Old Lane, Beeston, Leeds LS11 7AQ.

NEWS



Spout attack: the RSPCA wants youngsters to take some responsibility for the welfare of animals in food production

Fact-finding Sizewell visit planned

Suffolk teachers whose schools are near the proposed pressurized water reactor site at Sizewell are being offered an in-service training course entitled "The Energy Debate - Nuclear Power".

The Central Electricity Generating Board's controversial £1,600 million scheme was given approval by the planning inspector, Sir Frank Layfield, last month. A Government decision to build the American-style reactor is expected within six weeks.

The course, due to be held next month, is being organized by Ms Christine West, the county's environmental studies advisory teacher.

Mrs Ann Smith, co-ordinator of environmental studies at Benjamin Britten high school in Lowestoft, will talk about the week she spent at Sizewell's survey laboratory as part of the Introduction to Industry scheme. And teachers will have the opportunity to visit the information centre at Sizewell A, the existing power station.

"The aim is to get the facts before the teachers about electricity and its generation," Mrs Smith said. "It's an information session getting people to appreciate there is a need for a balanced viewpoint before making decisions."

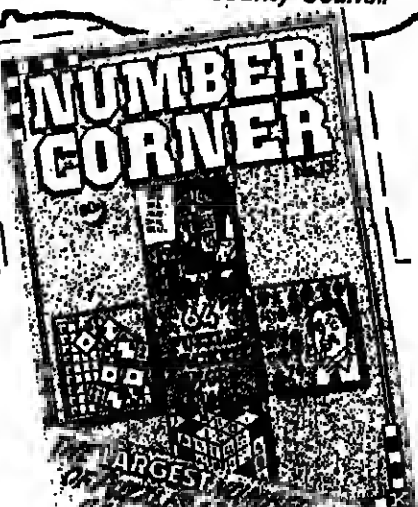
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NEWS

Polytechnics offered self-evaluation plan

by Ian Nash

The watchdog body which for 22 years has validated first-degree courses in polytechnics and colleges is to devolve some of its powers to the institutions it monitors.

More than 130 institutions could be allowed to approve, monitor and evaluate their own courses, Dr Malcolm Fraser, chief officer of the Council for National Academic Awards, said this week. "This does not mean the CNAA's role will be lost."

In future, the CNAA will offer two types of membership: "associated" institutions will have roughly the same relationship with the council as all colleges have at present; those granted devolved powers will be "accredited" institutions.

The decision follows a detailed review of the role of the CNAA and represents the "coming of age" for the non-university, public sector of higher education, Mr Fraser said. Accreditation would not be automatic, colleges must satisfy the CNAA that they have the resources, plan of action and mechanism needed for good self-government.

Larger colleges will not only welcome the move but are likely to say that devolution does not go far enough.

About 13, including Sheffield and Newcastle upon Tyne polytechnics, have been involved in pilot schemes.

The CNAA, however, has still to convince smaller colleges that the move will not be divisive, or lead to public misconception about the quality and standing of awards offered by non-accredited institutions.

The Committee of Directors of

Polytechnics is drawing up estimates of costs for self-validation and wants assurance from the Department of Education and Science that these will be met. It is expected that the DES will come a substantial way to meet them.

A grey area, however, is the effect this would have on the CNAA's own finances. An element of college funding student grant goes to the CNAA fees and it could be argued that the council's costs should be cut by devolution.

The CNAA will continue as the non-university body for information on course design, good teaching practice and student assessment. In addition, it has established a series of safeguards to maintain standards and allay the fears of the smaller colleges.

A monitoring committee representing industry, commerce and the teaching profession will carry out detailed reviews every five to seven years of CNAA-accredited institutions.

A code of practice will be established to strengthen the external examining system for student assessment, and the CNAA will have the right to intervene if standards are believed to be at risk.

The CNAA will reserve the right to withdraw accreditation at any time and will demand its own reviews at regular intervals to reassess an institution's right to accreditation.

"We hope for 30 to 40 institutions over the next three years, responsible for their own quality," he said. "Eventually, we hope that every institution will assume responsibility for validation, monitoring and reviewing courses."



Winter warmers: pupils and staff at King's Heath boys' school in Birmingham donned thermal vests and woollies instead of school uniform last Friday – not because of a power failure, but as part of an "energy week". The youngsters learned the importance of conserving energy, where it comes from and what will be needed in the

future, with the help of exhibitions and talks by the Department of Energy and the gas and electricity boards. Deputy head Alan Brookhouse and two first-year boys (above) took the opportunity to display their designs or otherwise to the area's soccer team.

Appraisal will gradually be linked to results – Rumbold

by Bert Lodge

Teachers must expect some form of "promotion by results" in future, Mrs Angela Rumbold, Minister of State for Education, said last week.

Mrs Rumbold told an Industrial Society conference that it was local education authorities' responsibility to get the right people into the right jobs, and appraisal was therefore essential. She acknowledged that teachers are concerned about the connection between staff appraisal and assessment of pupils in some of the DES-approved pilot schemes that are due to start soon.

And she added that although there was no necessary link "you would be pretty daft if you couldn't see that it's going to be linked ultimately. I think it will come slowly but surely."

Mrs Rumbold said society today had much higher expectations of professionals. The prospect of appraisal made teachers feel insecure, but this was nothing new for other professions: doctors and lawyers, for instance, felt insecure knowing they could be called to account for incompetence.

Classroom observation was crucial, Mrs Rumbold said. She foresaw senior teachers appraising their juniors, but there were special difficulties in appraising heads.

"It's extraordinarily difficult to think about how to appraise a head unless you think about how the school has developed under him," she said.

Mrs Rumbold said appraisal had to assess the key elements in the teacher's job: skill in arousing and sustaining interest, in conveying knowledge and understanding and sustaining effort and application. The educational support grant would be providing £1 million for six pilot schemes this year and £2 million the following year.

She added: "If, in the end, appraisal does not produce more effective teaching in the classroom, then it will have to be abandoned because it will have failed."

Mr Peter Griffin, a former president of the National Union of Teachers, who has helped to form the union's



Angela Rumbold: other professionals are called to account for incompetence

policy on appraisal, told Mrs Rumbold that there were still considerable misgivings among teachers. The profession needed reassurance that pilot appraisal schemes were allowed to run and come to a national prescription which was transmitted into properly local agreements.

Progress had been made in summer's Acas talks on pay and pensions. But there was considerable trust about Section 40 of the Education Act which empowers the Secretary of State to appoint a section of the Act could be used as a crude and insensitive

Mr Griffin said that the Education Secretary had determined to remove the rights from teachers, it was negotiation that the see any agreement being made on conditions of service in appraisal.

A national steering group of local authority representatives was set up to reach agreement on the terms of a pilot scheme of teacher appraisal. Six I.E.A.s – Croydon, Slough, Salford, Cumbria and others – have been chosen upon Tyne – to start appraising teaching staff soon.

TUC seeks extra £1bn

The Trades Union Congress has pressed for an emergency £1 billion spending programme for education in a package of Budget demands to the Chancellor of the Exchequer.

The TUC says priority should be given to books and equipment, restoring lost jobs in all education sectors, reducing class sizes, phasing in maintenance allowances for pupils aged between 16 and 18, and increasing the value of student grants.

It is also calling for £180 million for school and hospital repairs. The Budget submission, outlining measures costing £6.5 billion, is billed as the first part of a two-year package to reduce unemployment by one million.

returned to the public sector, says the document. Training measures must also be improved, first by a doubling to 100,000 of places in the occupational programme for adults run by the Manpower Services Commission.

"Public services are labour-intensive, and this means there is a greater saving from unemployment benefit payments and increased tax revenues." The thrust of the TUC argument is that the Government should forgo further tax cuts and invest more. Investment and capital taxes are among those that should be raised.

The TUC Budget Submission 1987 is published by the TUC at Congress House, Great Russell Street, London WC1B 3LS.

Caning test case

A young man who was suspended from school six years ago after being caned has been awarded £200,000 in compensation.

The award from the European Human Rights Commission is the first made since the ruling in 1985. Britain's corporal punishment broke the Human Rights Convention.

The Government will have to pay compensation to John Towse, his father, as well as meet the legal costs. John, then aged 16, was suspended from Kimberworth school, Rotherham, after being caned for fighting in class. The suspension lasted until John reached school-leaving age in May, 1980, and the year was then extended.

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Last year Rosie and Tony took their all party to Madesimo in Italy with Schoolplan. They were so impressed that they are currently planning a follow-up visit.

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Drawing out support for a picture of health

by Ian Nash

The Department of Energy is seeking industrial support to mass-produce a little black box which is at the heart of an Essex teacher's computerised resource pack on health and fitness.

Mr Chris Smith has designed a range of low-cost body sensors that monitor such functions as pulse and breathing. Information is then displayed on the computer screen in the form of traces, graphs and highly sophisticated animated colour graphics.

A pupil's appreciation of human biology is immediately heightened, Mr Smith said when the computer package was launched last week at Tabor high school, Braintree, where he is head of computing and information technology. "Why get pupils to spend hours drawing a heart when they can see their own hearts beating on a screen or watch their pulse rates traced out?" said the former biology teacher.

The little black box which is causing such excitement is a mobile battery-driven data collector, the size of a personal stereo, that can be programmed to monitor and store information on changes in body functions.

The Department of Energy wants to use it to help pupils understand more about energy and hopes to manufacture 4,000 units for secondary schools. Mr Les Hewett, an education officer for the department, said that with slight modifications the device could be put to exciting use.

"We could get children to monitor what is happening around them, in their homes and schools." For example, heat given out by a central heating system could be compared with the energy needed to run the system.

Mr Smith's project was funded by the Health Promotion Research Trust and linked to the Biology, Health and Fitness Curriculum Project of the Association for Science Education. Apart from being useful to biology, physics, PE and health studies teachers, Mr Smith believes it will also appeal to people interested in personal health.

Other imaginative uses for the equipment have been suggested by pupils at seven schools, including Tabor, where it has been tested out. One boy, who admitted to being a failure in sport, said the device would give him new motivation. "I am intimidated in competition with others, but using this program to monitor my fitness, I am able to compete against myself."

A package of software, body sensors and the battery-driven recorder to monitor pulse-rate and breathing is expected to be available for schools soon for between £100 and £150.

Research work to develop further possibilities, including a personal fitness monitoring programme, is also being carried out by the University of Cambridge department of education.



Heart of the matter: Chris Smith, designer of the black box of computer tricks

Further rise in examination successes for school-leavers

by James Meikle

The number of young people leaving school with some form of exam success is continuing to rise, according to the Government's latest education statistics.

The percentage of teenagers leaving school with no graded results at O level or CSE was 11.7 per cent in 1984/85 compared with 13.5 per cent in 1980/81 and 44 per cent in 1970/71.

The raising of the school-leaving age, the growth of the CSE and the introduction of lower-graded results at O level and Scottish O grade have all contributed to the statistical improvements. However there are also significant improvements in higher grades at the 16-plus exams - 10.3 per cent of school leavers have five or more grades A to C at O level or grade 1 at CSE.

At least one success in A level or Scottish higher grade was recorded by 21 per cent of 17-year-olds in 1984/85. This figure included further education and tertiary colleges, and the figure for

school-leavers only dropped slightly, from 18.2 to 18.1 per cent. The percentage of girls achieving such success increased by nearly 3 per cent to 18.4 per cent since 1970/71.

In higher education in 1984, 243,000 students achieved qualifications, 70 per cent of them at first-degree level or above. The figure was 30,000 more than in 1979 - and another 41,000 students completed nursing or paramedical courses which were the responsibility of the Department of Health and Social Security.

More than 660,000 students were receiving grants, 5 per cent more than the previous year, and more than twice the number of 1963/66.

Only limited information about qualifications was available for non-advanced further education. About 88,000 students gained Business and Technician Education Council national certificates or diplomas or similar qualifications.

More than half of all 16 to 18-year-olds were involved in public sector education, excluding training school FE colleges. Seventeen per cent were in school, 34 per cent in post-secondary (largely part-time) and 49 per cent in higher education. Twenty per cent of 19 and 20-year-olds were further or higher education.

Pupil:teacher ratios in both maintained and independent schools continued to fall, with the exception of those in maintained primary schools which rose between 1983/84 and 1984/85.

The average pupil:teacher ratio in public sector schools in 1984/85 was 21.8 in nursery schools, 22.8 in primary schools and 15.9 in secondary schools.

Education Statistics for the Year 1984/85, price £1.95, is available from HMSO Publications Centre, PO Box 276, London SE8 5DT.

	Attainments of UK school-leavers as a percentage of the relevant population (1)					Boys				Girls	
	1970/71	1976/76	1980/81	1982/83	1983/84	1984/85	1970/71	1984/85	1970/71	1984/85	1984/85
With 1 or more GCE A levels or SCE H grades	18.8	18.9	17.0	18.2	18.2	18.1	17.8	17.8	15.3	16.3	16.3
No A levels or SCE H grades but with 8 or more higher grades(2) at GCE/CSE or equivalent(3)	7.1	8.2	8.8	8.7	10.0	10.3	8.2	8.2	8.0	11.4	11.4
1 or more other graded(4) results	18.8	23.9	24.8	27.3	27.0	26.8	18.2	24.3	17.4	28.3	28.3
No graded results	44.0	27.7	30.6	32.6	32.8	32.5	10.7	33.8	8.9	44.1	44.1

(1) Based on population aged 17 years at August 31 for 5 or more O levels and above, and aged 15 years at August 31 for other qualification levels. (2) Grades A-C at GCE O level or Grade 1 at CSE. (3) Includes Scottish O grade. (4) Grades 1-4 at GCE O level and grades 2-5 at CSE.

	Pupils per teacher					
	1966/66	1970/71	1976/76	1980/81	1982/83	1983/84
Public sector	27.8	28.8	22.1	21.5	21.8	21.7
Nursery	28.2	27.1	23.8	22.3	22.1	22.0
Primary	18.0	17.8	16.8	16.4	16.2	16.0
Secondary	13.8	14.0	14.1	13.2	12.2	11.9
Non-maintained (2) (3)	11.1	10.5	8.7	7.5	7.3	7.0
Special (2)	21.8	22.0	19.4	18.2	17.8	17.5
All schools (2)						

Conferences

SCHOOL TECHNOLOGY FORUM

Conferences 1987 in association with The Technical and Vocational Education Initiative

The Technological Curriculum 5-19

Management and Change

Linked Conferences on Friday 3rd and Saturday 4th April 1987

NATIONAL CENTRE FOR SCHOOL TECHNOLOGY

TRENT POLYTECHNIC NOTTINGHAM

The conference will examine the rationale for the technological curriculum, how management of education from classroom to central government, can contribute to it. Conference participants will be able to select an individual programme from the broad range of issues being tackled.

FRIDAY

Focus

The effects of management decisions at all levels, classroom, school, LEA, central government on the technological education of children.

Organisation

Small groups from specific school age phases working together throughout the day

Cost £12.00p

SATURDAY

Focus

National initiatives in school technology, eg. TVEI, GCSE, the primary phase, new INSET arrangements and their effects on classroom practice.

Organisation

Modular seminars - current issues of national importance

Plenary sessions:-

"Current influences on the Technological Curriculum" - Alan Marshall Chief HM, "Conflict and Coherence in National Initiatives in Technological Education" - Tom O'Connell Adviser to MSC and Geoffrey Harrison Secretary to STP.

Cost £13.00p

For those attending on both days details of hotel accommodation will be sent on acceptance of booking.

Further information and booking forms are available from: Robert Gowan, Conference Organiser, Department of School Technology Craft and Design, Trent Polytechnic, Burton Street, Nottingham, NG1 4BU. Phone Nottingham (0502) 418244 Ext 2183

Prestel Across The Curriculum

Judith Askay, Prestel Education Curriculum Project manager, discusses the implications of Prestel for skills learning

We are told repeatedly in the media that our society is changing rapidly. We need to educate people to become capable users of the mass of information available to them, not victims of the technology. The most important skills for children to learn are therefore: problem solving, co-operation, communication and logical thinking.

Communicational skills

Prestel provides a convenient means of disseminating information to a large number of people cheaply and rapidly. Prestel is a stimulus for discussion and can help develop skills of writing in a variety of styles and reading for information.

The new GCSE curriculum and the new Scottish standard grade stress communication and investigative skills. Prestel allows teachers to address these priorities, whilst letting children learn through their own experience.

Vocational skills

Prestel provides a practical demonstration of modern office and communications technology. The students are able to use the system as a source of business information and at the same time acquire vocational skills which are directly transferable to the workplace.

Information skills

Using Prestel is an effective way of learning information skills. The same kind of skills are required for searching both computerised information systems and traditional print media. Whilst the skills are the same, the technology clearly demonstrates the need to acquire them. As computerised data banks become more widely available, the need for children to master information handling skills is crucial.

How are schools using Prestel?

Prestel offers schools a vast source of information and resources applicable to many curriculum areas. You can find information useful in Geography, Sci-

ences, Mathematics, Home Economics, Careers and Business Studies.

"Microviewdata" software, designed for the school microcomputer, is a useful adjunct to Prestel. Whilst Prestel offers students the opportunity to experience on-line information systems, microviewdata allows them to download useful information from Prestel, and structure it into a database to which they have added their own information. This customised database, which combines professional information and the students' own research can be made available in the school library. In this way students are given a sense of purpose and an audience for their work.

Unlimited use of Prestel for £192 a year

Prestel Education has recently introduced a new tariff which offers schools, teachers' centres and LEA advisers unlimited use of Prestel, without incurring any time charges.

It costs £192 a year and includes unlimited use of Prestel Education, Prestel Microcomputing and Micromet 400, Prestel mailbox, and all the general information and services on Prestel. All Prestel time charges are included, so the only additional costs to pay are the telephone calls to the Prestel computer (now at local call rates for 99% of the country) and any Prestel frame charges incurred.

The new tariff is only available to schools, teachers' centres and LEA advisers, Further and Higher Education colleges and other educational establishments will continue to be eligible for the standard education tariff of £80 a year plus 4p per minute time charge. Schools, teachers' centres and advisers may also remain on the standard tariff if they so wish.



A group of children at Wellfield Wood Junior School in Stevenage, who have created their own database on Prestel. You can see examples of other databases created by schools on Prestel page 88761. (Photograph courtesy of Nosh News Gazette)

Travel to Cairo

A fifteen minute Prestel project

"A business opportunity has arisen for your firm with a client in Cairo and you are required to make the travel arrangements."

How would you go about it? Perhaps the first thing to do is to make a check list of requirements. This may look something like this:

- Check List
- 1 Flight from London
- Schedule
- Cost
- Reservations?
- 2 Train times to London
- Overnight stay required?
- 3 Egypt - travel information
- Vaccinations?
- Passports, Visas?
- 4 Accommodation in Cairo?

How would you then set about finding the information you need? Telephone or visit the local travel agent? See what reference books there are in the library? If you had access to Prestel you could quickly and easily find all the information listed above.

Page 313202 has details of British Airways flights to Cairo. On the other hand, if you fell like stopping off in Barcelona or Belgrade, you could travel by Iberia or JAT Yugoslav Airlines. See page 1469101 for the Air Trevel to Egypt index.

British Rail timetables start on page 221.

Page 506633165, provided by the DHSS, tells you that while no health protection measures are essential for entry, protection for Cholera, Malaria, Typhoid and Polio is recommended. They also recommend you take out medical insurance.

Page 50211250, from Thomas Cook, gives you advice about visas. For Egypt you need both a personal and a business visa.

And page 1469105 gives you details of Accommodation in Egypt. Would you prefer The Cairo Sheraton, or the Mens House Oberoi, "set in an oasis of 40 acres of rolling lawns and gardens" near the pyramids of Giza.

Looking at Prestel in a little more depth, you can find other relevant information you might not have included on your original check list, such as the weather (sunny and 35 degrees Centigrade on September 18th).

Of course, what matters is not just the content of the exercise, but the skills the children learn by carrying it out. The

new GCSE curriculum and Scottish standard grade place particular emphasis on communication and investigative skills. As well as becoming familiar with the technology of a modern electronic information and communications system, the children learn the skills of searching for information, and of assessing the value of the information they find.

Because over 95% of ABTA recognised travel agents have Prestel, and use it as an integral part of their daily work, the children receive a practical demonstration of modern office and communications technology. They do not have to make do with a simulation, but have access, within the school or college, to exactly the same system and facilities used by a professional travel agent. They can use Prestel as a source of relevant business information and at the same time acquire vocational skills which are directly transferable to the workplace.

This project was originally devised by Jean Wheeler, librarian at the Isle of Wight College of Arts and Technology. She was looking for an application which lasted less than 15 minutes, as this was all the time the lecturer could spare the class for. Provided a suitable checklist was drawn up in advance, she found that this particular exercise could be completed within 10 minutes. This means that, at the standard Prestel Education tariff of 4p per minute, it cost just 40 pence.

The project was first planned for a group of students doing a BTEC Catering course, but it could easily be adapted for use in a wide range of business studies related courses. At the Isle of Wight College it has also been successfully used with a group of slow learners and handicapped students, and with a retirement class.

Across the country, enterprising teachers and librarians are devising other exercises in the use and application of Prestel in the curriculum. Some of these developments are being coordinated through the Prestel Education Curriculum Project. The purpose of the project is to develop materials to support teachers using Prestel and we hope that the first packages developed by the project will be ready early in the new year.

In the meantime, teachers who already have access to Prestel should look at the new Business Studies curriculum guide on Prestel page 8884211. This provides a full list of Prestel pages relevant to the Business Studies curriculum.

Those teachers who don't yet have access to Prestel should ask questions like "When is our school getting its DTI modem?" "Who in the school is going to be allowed to use the modem?" and "When is our school going to subscribe to Prestel Education?"

(This article first appeared in Network User magazine).

Some useful areas on Prestel

BUSINESS STUDIES

Department of Trade and Industry *20481 # Economic statistics, including balance of payments, capital expenditure, motor vehicle production, film and cinema.

Department of Employment *50047 # More statistics, including unemployment figures, overage earnings and retail price index.

Prestel Citicorelco *681 # Share and commodity prices, business news etc.

HOME ECONOMICS

Health Education Council *844 # Includes advice on family planning, smoking, food & fitness.

Which *1236 # Consumer information, including guide to healthy eating and new car guide.

Information for disabled people *1825 # Includes information from the Royal National Institute for the Deaf, Sports Council, British Rail, British Airways.

Nationwide Building Society *350242 # Regional house prices.

GEOGRAPHY

British Tourist Authority *220 # Gazetteer to over 1,000 towns and villages in Britain.

Prestel Travel Index *747 # Travel by air sea and land, holidays and accommodation.

Met Office *209 # Weather forecasts, reports, warnings and statistics.

PHYSICAL EDUCATION

Sport Council *300 # How to take part in sport, where to participate and calendar of events.

SCIENCE

Du Pont *4585001 # Oil industry application products.

May and Baker *202841 # Guide to holiday health care.

GOVERNMENT INFORMATION

*5001 # Government departments, ministers and press releases.

*5000 # Parliament, including details of current business.

*500180 # Index to all government information on Prestel.

DEMONSTRATING PRESTEL

Eight easy lessons on using Prestel *333100 #

Prestel Focus *123 # Help you find the best of Prestel.

Demonstrating Prestel *888420 # Prestel Education's own "Pocket guide to Prestel."



To find out more about Prestel Education telephone us on 01 822 1012, or send the coupon:

- I am interested in subscribing to Prestel Education. Please send me further details and an application form.
- I am especially interested in using Prestel for (please tick as appropriate)
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Name:
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Type of establishment:
Send to: Prestel Education, Telephone House, Temple Avenue, London EC4Y 0HL

Sue Surkes visits a Tudor mansion which now houses a specialist school run by the Royal National Institute for the Blind

A shelter on the pot-holed road to independence

James Edwards caused something of a sensation when he head-butted the headmaster of Rushton Hall School, the Royal National Institute for the Blind's school for the visually impaired and handicapped.

Mr Robert Orr can now afford to laugh about the black eye he sustained. But at the time James, who has behavioural problems and only peripheral vision, was in a sorry state. And his mother Pat was at her wits' end.

James, now aged 11, had been attending a special school where there had been no specific provision for blind pupils. According to Mrs Edwards, he had been left to walk into don't know, had not been warned about steps and had been surrounded by so much noise that he had been unable to locate sounds.

"We came to Rushton Hall and it was just as if he was walking into a piece in a jigsaw puzzle," she said.

Although James is more disturbed than many of the school's pupils - he is one of six children in a special unit - his admission reflects the way the RNIB is diversifying in response to the integration of the blind and partially sighted into mainstream schools.

The institute supports integration where the appropriate provision is made and already offers advisers, in-service training help and assessment facilities to integrate local education authorities. "If the RNIB has a role, it is to see that the integrationist approach is appropriate," Mr Tony Lenney, director of education, said.

But the RNIB is also focusing increasingly on a group of youngsters for whom there are often no appropriate

i.e.a. facilities at all - the blind and profoundly handicapped.

A demographic survey commissioned by the institute two years ago showed there could be as many as 2,500 children in schools and hospitals for the mentally handicapped with unidentified visual problems.

"This is an area where we can have the biggest impact," said Mr Lenney, former chief education officer for Haringey. "It is where the least provision is being made."

Rushton Hall, a 16th-century mansion set in 28 acres near Kettering, Northamptonshire, was bought by the institute for a peppercorn price in 1961. Its 42 pupils, aged up to 12, enjoy the support of 98 staff and a range of facilities from mobility and vision aids to a swimming pool, ponies - and even an additive-free diet.

The school aims to give the children the skills and confidence to become as independent as possible. Fees are paid by i.e.s but the RNIB provides subsidies.

The ornate sandstone building, whose majesty its current inhabitants are so tragically unable to appreciate, may have changed little over the years. But the nature of the school's intake has altered dramatically.

In 1980, 36 of the 40 pupils had language, 23 could use braille and 33 could move around freely. Of the 42 youngsters registered last autumn, 11 had language, 13 were freely mobile and only one could use braille.

The increasing severity of handicap has had various knock-on effects. Conventry Hall near Shrewsbury, the RNIB's senior school for the blind and additionally handicapped to which many Rushton Hall pupils transfer,



Light reflex: Stephen, one of the pupils at Rushton Hall, responds to a torch shone through coloured plastic

will have to re-assess its own provision. And a group of parents have set up the Vision Homes Association to provide long-term accommodation, care and training for blind, multiply-handicapped adults who have left home or school.

But it is at Rushton Hall itself that the most significant changes are taking place. The curriculum has already been adapted and now focuses more on basic skills such as language.

Unfortunately, with more children than ever using wheelchairs and other forms of support, Rushton Hall is running out of space.

Staff are currently exploring a series of options to give existing pupils more room and to swell the intake from 42 to 50. Farm buildings might be converted or the RNIB might even sell Rushton Hall lock, stock and barrel and move somewhere else.

But even if the school looks completely different in 10 years time, the RNIB's staunch belief in the importance of its specialized role will be the same.

"The children who come here are here because there is nowhere else to go," said Mr Orr. "There has got to be a solution."

IN BRIEF

Parents back sex lessons

Teenagers' parents approve of sex education in schools and colleges, a survey of the teaching they received when they were young, researchers have found.

The results of a Focus Institute project, of which the Institute gave interim details in October, were published last week in book form.

Education in Sex and Personal Relationships reports the findings of 400 interviews with parents of their 14 to 16-year-old children.

The teenagers also had to be educated in sex and personal relationships. Parents were worried about the influence of pornography on their children, showing that a violent as the norm. More than half of the youngsters said they had seen a pornographic video - although only a minority had seen one in person.

The book, by Robert Allen, is available, price £7.95, from bookshops or direct from the PSI at 100 Park Lane, East, London, NW1 3JR.

Aids leaflet

One in two teenagers surveyed in London secondary schools had not seen the Government's Aids leaflet. One hundred 14 to 16-year-olds were not sure the literature had reached them. Of those who had seen the leaflet, only three said they had been prevented from seeing it by their parents because it was considered too explicit.

PICKUP MORE

A £163,000 scheme has been set up by the Department of Education and Science and the National Computing Centre in London to help firms improve their skills by using the latest technology developments. The 18-month project, which aims to use high-quality advice service for companies in the northwest, is being run through the DES PICKUP (Personal, Industrial and Commercial) service.

Drug project

An educational programme on misuse is to be sponsored by London Borough of Richmond in partnership with the district health authority.

Fifth-form guide

Gwynedd's careers service has published an information pack for the county's fifth-formers, which provides details on the options available to them continuing in education, the Youth Training Scheme or the work. It gives advice on skills, application procedures and the careers service can help.

Minority boost

Breadford and Ilkley Community College has increased the number of Indian students on its graduate certificate in a course by a quarter this year. 16 per cent of its PGCE students from these ethnic minorities. The sharp contrast to the national where numbers of Asians and Indians in final-year BEd and graduate certificate places are 2.5 per cent of all initial teacher training students.

Street wise

Ford, the vehicle manufacturer, fund a new £200,000-a-year science bourse in automotive engineering at Loughborough University for graduates. Employees at New Ford dealers will take part in the bourse courses.

Industry prize

St Mary's Roman Catholic School, Cermarthen, has been awarded a prize for winning Dyfed's first computer production links between school and industry. Children learned production techniques through a project with a local soft drink manufacturer.

Perry's primary school judged to have set up the best enterprise in making pop sticks and picture frames from pop sticks and marketing them under the brand name Lollipop.



Angela Keane has moved from her role as Assistant to Chief Executive to Sales Coordinator for TTNS. Mailbox no: TCD011.

TTNS AND KEEPING COSTS DOWN

Most Educational establishments are on fixed budgets and therefore although wanting to make the most of TTNS, there is a need to minimise costs. The most effective way of doing this is to minimise the time on-line. This is an example of such a strategy:

MAIL

1. One of the first duties of the secretary in the morning is to go on-line and 'spool off' the letters for the day. By switching on the disc drive and using the command RBAID ALL at the system level sign all mail will be transferred to disc without a pause. (12 screens of writing per minute).

2. When off-line, using a word processing package, hard copies should be made of each letter preferably on continuous paper using a fast matrix printer. The letters can then be circulated to the appropriate members of staff using the normal distribution system.

3. Whenever possible, it is always a good idea to prepare replies to letters off-line, using an appropriate word processing package. A group of children are preparing pen-friend letters which will be sent through the system using WPMAIL. (Details of how to use these facilities are described in Appendix 3 on page 109 of the Users Manual Part 2). WPMAIL facilitates letters to be sent in bulk.

DATABASES

As for mail, a nominated member of staff needs to be responsible for spooling off the weekly database update - an index of everything new on the database from the previous week is uploaded every Monday evening. This is found on the main menu under TTNS AND DATABASE NEWS. Once on disc these can be easily made into hard copies as described for MAIL.

The weekly updates are made available in the staff room for colleagues to browse through at their convenience. In this way members of staff are able to identify quickly files which might be of interest. Unless a copy is required urgently, requests should be registered and the information spooled off with other requested files, by the member responsible for TTNS, at a convenient time.

When information is required from the system, it is important to use all facilities available, to preserve valuable teaching time. For example, using keyword search, as described in Section 3.4.1 of the User Manual Part 2 (Page 16), the user is able to identify specific files quickly. Also the profiling facility (as described on the system by typing INFO PROFILE at the system level sign) will ensure that if requested, new material is posted to a user's mailbox whenever a specific file is updated.

THIS MONTH ON TTNS

Moving to a bigger computer
TTNS is upgrading its computer resources. From Monday 9th February all TTNS users will be using the new machine.

The Keyword Searchable Directory
Along with the larger computer, TTNS are launching the new user directory. The directory is searchable on five fields: contact name, mailbox number, type of user, LEA, and the name of school or establishment. Any user can also match types of users with LEA, so, for example if you are a Careers Officer in Avon you can search for all the Careers Officers in Avon and list them out.

Another Newspaper Simulation day
... some of you will remember hearing about the Newspaper Simulation day on 25th of November, when TTNS acted as a NEWSPAPER AGENCY for schools producing newspapers in a day. Using TTNS the schools received REAL NEWS first on the electronic mail. Another day is now confirmed for March 5th, all schools on TTNS are welcome to join in. Mail Helen Milner on TCD004 or type INFO NEWSPAPER for further information.

Access to ECCTIS and NERIS
ECCTIS, the educational careers database and NERIS, the educational resources database will be available via TTNS for selected users by the end of February.



Handling out the Mail



Preparing Letters Off-line



More time to Teach



Averil Silver is now Assistant Database Manager having moved from her previous role as Company Secretary. Mailbox no: TCD033.

HELPFUL HINTS FOR EFFECTIVE USE OF ELECTRONIC MAIL

Whenever possible prepare letters off-line using a word processing package. This will reduce your telephone bill and enhance the appearance of the text.

Always sign your communication with a personal identifier to indicate to whom the letter is being sent. In many cases more than one person has access to a particular mailbox and a greeting ensures that the mail will be seen by the correct recipient. Likewise, you should always terminate a letter with your own name.

Always make sure that the 'SUBJECT' heading of letters is meaningful - for example, 'SOFTWARE' may not mean a great deal when you receive a reply in three weeks time, and does not mean much when the recipient 'SCANS' his mail. Much better to use, say, 'Comments on version 2.00 RML 4802 software'.

A comprehensive MAILREF file can be a great help in the distribution of your mail. For example, you can build distribution lists in your MAILREF and send your letter to many mailboxes simultaneously by typing, say MAIL SEND COLLEGES. Even in its simplest form, a MAILREF file can help you by avoiding the need to remember individual user IDs. For example, it is much easier to send a letter to 'ANGELA' than TCD987. (For further information please refer to Chapter 9 of the Users' Manual Part 2 on page 63).

Make good use of all mail commands as outlined in Appendix 6 on page 131 of the Users' Manual Part 2. A good working knowledge of these will save time and money. Also try typing QSC (Quick Scan) in response to 'Send, Read or Scan'.

HELPFUL HINTS FOR EFFECTIVE USE OF THE TTNS DATABASES

Whenever possible, access parts of the database using the relevant mnemonic rather than via the menu system. Make sure you always have a list of the mnemonics available for easy reference. (List on page 19 of Users' Manual Part 2. Also by typing INFO MNEMONICS at the system level the user will receive the up-to-date list including the mnemonics for the latest databases. A print out of this would be useful.)

In order to save time on-line, and consequently save money on telephone bills, always save relevant documents to disc and view them off-line.

Use the PROFILE BUILDER wherever possible. For a specific database section, the user may specify and store a search criteria. Whenever that section of the database is updated, the stored search item is automatically activated by the TTNS database software. If new articles are found which satisfy the stored criteria, those articles are instantly sent to the user's TTNS mailbox. This means that the user can confidently wait for any appropriate information to arrive in his/her mailbox. Further information can be obtained by typing INFO PROFILE at the system level sign.

When using the National Database, make sure you make good use of the 'Keyword Search' facility. Careful planning of the search words will prove productive in terms of the relevance of the retrieved articles. Too general a question will obtain a retrieve list containing many irrelevant articles. Too specific a question, and you may miss articles in which you are really interested.

Become familiar with the BACK and STOP commands. They ONLY operate when the user reaches the 'Read, Scan or Search' prompt. STOP gives you the option to enter another Service Code and BACK allows you to go back to re-input your previous command. If you wish to return to the menu type HELP.

Teachers' status 'too low'

The school system has failed to produce enough literate, numerate and motivated pupils to meet the needs of industry and the professions, a university president said last week.

Sir John Mason also claimed that despite enormous investment in education since the war, the system had "produced" large numbers of school-leavers with little to offer and nothing to look forward to.

Sir John, president of the University of Manchester Institute of Science and Technology, told the university's

annual court meeting: "There is widespread dissatisfaction among parents, employers, and teachers themselves."

"Perhaps even more serious is the rapid decline in the stature and standing of the teaching profession, where morale is said to be at the lowest ebb in living memory."

He called on teaching to be raised to an honourable and honoured profession, as in the past, and put on a par with nursing and medicine in a bid to halt "the decline in the social status and authority of the teacher."

Welsh pupils told they need food for thought

by Iola Smith

Welsh children are being encouraged to eat a hearty breakfast before leaving for school.

A survey of 6,500 secondary pupils' eating habits has shown that on five girls and one in ten boys do not eat breakfast.

The research was carried out by members of the Heartbeat Wales project who have warned that children who skip breakfast are often not in a fit state for schoolwork, and are more likely to "fill up" with snacks from the tuck-shop.

Children would be far better off starting the day with a bowl of cereal and some slices of high-fibre bread, the researchers say.

The project also found that take-up of school meals declines with age. About 60 per cent of first-formers eat school lunch, but by the fifth-form this figure has dropped to 40.

Mr Don Nutbeam, the project director, is concerned that the growth of cafeterias in secondary schools could lead to a decline in nutritional standards. And he is particularly worried by the survey's finding that many pupils select cheap cafeteria options to save money for cigarettes.

Nevertheless, menus are becoming healthier. "There are signs that the nutrition message is beginning to get across," Mr Nutbeam said. "The majority of girls prefer brown bread to white, and most youngsters prefer chicken to red meat. But there is still scope for improvement as fish is not as popular as meat and margarine is considered inferior to butter."

The survey also found that 85 per

cent of 11-year-olds had tasted alcohol, and 66 per cent of girls and 75 per cent of boys in the fifth-form claimed to have been drunk at least once. Some counties are now investigating teenage drinking, however, and Dyfed is appointing an advisory teacher to develop an alcohol prevention policy.

The Heartbeat Wales survey was made possible by a £50,000 grant from the Welsh Office. It forms part of a World Health Organization study into the health of European youth in which 11 other countries are participating.



Cafeteria meal worry over standards

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Over the past few months there has been continuing political controversy over whether there really is a north-south divide in Britain. The debate spilled over into the educational arena at the North of England conference when Mrs Josie Ferrington, who chairs Lancashire's education committee, accused Mr Kenneth Baker of failing to do anything to help impoverished northern authorities.

However you explain or rationalize the geography of poverty and unemployment, the educational consequences are real enough. Schools here directly in the fortune of the

neighbourhood they serve, as Jeremy Sutcliffe's investigation shows. On the next three pages we publish his report - which is based on inquiries in two urban communities, Luton and Sheffield. He begins by comparing the two communities and - first and opposite - interviews education officials in Sheffield and tours one of its most depressed council estates. On page 18 he describes a comparable estate in Luton and talks to teachers about the difficulties they experience in moving from the north to the south.

A tale of two towns

But for an architect of geography Luton might have slotted neatly into any of the great northern or Midland conurbations.

A heavy engineering town, traditionally dependent on the motor industry, aircraft and hat-making, it is one of the south's most relentlessly industrial towns, with a high percentage of manual, semi-skilled and skilled workers.

If the great shake-out which rocked British manufacturing in the early 1980s had to hit anywhere in the south, it had to be Luton. And that is what happened. Between 1979 and 1982 unemployment rose from 3.9 per cent to 11.3.

The near three-fold increase almost precisely paralleled the increase in another heavy industrial centre. In Sheffield, dependent on its world famous steel industry no less than Luton on Vauxhall's, more than 30,000 jobs were lost as unemployment climbed from 4.7 to 13.8 per cent.

But in 1983 something happened. In Sheffield the unemployment rate continued to rise to its present total of 17.2 per cent. In Luton, however, there was first a rapid fall, followed by a steady drift downwards. Now, unemployment stands at only 8.5 per cent.

The arguments about a widening gulf between the burgeoning south-east and the depressed north, South Wales and large parts of the West Midlands, has now surfaced in the field of education.

At last month's North of England Education Conference Mrs Josie Ferrington, deputy chair of the Association of County Councils' education committee, lambasted Mr Kenneth Baker for failing to do enough to help impoverished northern authorities. Her argument took up the cry (not restricted to the north, or the metropolitan areas) about "crumbling schools".

One of her bitterest complaints was that northern authorities are unable to raise anything like the sums that their southern counterparts can on the sale of

redundant school buildings in order to refurbish existing schools.

For many, i.e. as now facing up to big reorganizations, and closure programmes brought about by falling rolls, the argument is a serious one. In Sheffield, prime building land is worth £100,000 an acre; in Luton it is fetching three times that; in affluent Surrey the value of building land is far higher.

The difference in land values suggests that, increasingly, two different economic systems are operating north and south of the Severn and Trent. And there is evidence that the divide is widening the mobility of teachers.

There is now a gulf in house prices between Sheffield, where an average three-bedroom semi is worth £27,000, and Luton, where the average is between £60,000 and £70,000. The gap is widening rapidly, and is even more marked if you are moving from parts of the north-east to Surrey or Kent.

More disturbing still is evidence that education in the north is beginning to suffer from long-term deprivation. The gap between the numbers of children on free school meals in the north and south is increasing. That is one indication. Vandalism too, shows a marked increase in areas like Sheffield, which is not apparent in most Luton schools. Absenteeism rates in Sheffield are also higher.

In Sheffield, however, there are many success stories. Some of its schools score very highly in examinations; its pupil-teacher ratio is one of the best outside London, and it is planning innovative changes in the secondary school curriculum aimed at increasing motivation among the bottom 40 per cent of pupils.

What is so worrying to education officers is that their plans to improve children's schooling will be thwarted by the effects of long-term youth unemployment and poverty. As one of Sheffield's senior assistant education officers, Mr Martin Shepherd, put it: "Against that background, and despite the fact that we are a high spending, energetic, committed authority, we still find it difficult to stand still."



Murals were painted on the Stand House School shelter in an attempt to discourage vandalism... but it didn't work

Collapse of the steel prop

The gaily-coloured Mickey Mouse, daubed on the shelter of Stand House nursery and infants school two summers ago as part of a community arts project, brings an eerie touch of unreality to one of Sheffield's most depressed council estates.

The project harnessed the talents of a group of teenagers in an attempt to discourage vandal attacks on the shelter. But it didn't take long for the shelter to become vandalized once more. Graffiti was scrawled over the artwork and the glue sniffers moved in, leaving their tell-tale plastic bags behind. Frequent fires have discoloured the bricks and concrete; old bedsteads, trolleys and other debris are left lying around to be removed by the suffering caretaker.

For 17-year-old Lisa White, who helped paint the murals, the graffiti, no less than the paintings, are an expression of how the local youth feel. Youth unemployment, a decade ago a comparative rarity even on the Manor Estate (for many years in the top five wards in Sheffield's poverty league) was rare. Now it is the rule.

"There's not more than five people on this estate that has got jobs among the young ones. We've tried to get a job and just can't."

Most of Lisa's friends are on the Youth Training Scheme. She is unemployed. Her 22-year-old brother, Shaun, has never had a full-time job. Her father, once employed in the

steelworks, has not worked in years. Throughout the deprived south-east of this once proud steel city, served by a quarter of Sheffield's 38 comprehensive schools, youth unemployment is rising. More than half the school-leavers go on to YTS schemes, while only 1 in 10 go straight into employment.

Sheffield's unemployment rate, currently 17.2 per cent, is not unduly high by northern standards. But for a city which has avoided the worst of previous slumps, the picture is depressing. The collapse of steel and manufacturing has tripled dole queues in five years, with a consequent collapse in confidence in the community.

In Manor ward, the unemployment rate is 25 per cent, while in the catchment area of Stand House school, 7 out of 10 adults are out of work. More than 80 of the 110 infants at Stand House receive free meals.

Headteacher Mrs Ann Hedley arrived in Sheffield in 1980, in time to witness its decline. "In that time I have seen the industry demolished - it's just gone. It's very strange. Sometimes it feels very dead and for someone who knew the town when it was alive it must be a terrible experience. And there's nothing replacing that."

"The frustration in the estate was expressed in 1983 when a pair of semi-detached houses were vacated at the same time, and then were so badly vandalized that they had to be demolished. It was a different kind of vandalism that had never happened before, and that made people on the estate really worried. That was extreme then, in the summer of 1983. Now it would surprise no one."

Unemployment has led to a marked increase in stress among local families. Lack of money, and deteriorating housing stock worsened by cuts in maintenance, has brought a big increase in health problems. Alcoholism among parents is on the increase.

The stress has put extra pressure on the seven permanent teachers (including the head), who also have to deal with 63 nursery children. Their job is not helped by the state of the school building. Once purpose-built for a dream estate built after the war to rehouse families from inner city slums, it is steadily crumbling under a combined assault from nature, wear and tear and vandalism. Recently, however, the nursery was remodelled, providing an attractive environment to play and learn in.

The school also benefits from its council's "positive action" policy. For

three of the past four years this has brought in an extra task force teacher, who has been working with parents. As part of an urban primary project last year, a parents' workshop and resources room was set up. An education course in computers is also about to start.

Two home teachers (known by the schools in the area) also spend several hours a week visiting families with pre-school children, preparing the toddlers for the nursery from the age of three upwards.

"The level of stress in the home is often very high and home teaching can be a great help in stimulating them and giving support for the families," says Mrs Hedley.

Evidence of stress-related illness and increased ill health is apparent, too, among older children who attend nearby comprehensives. At one number of first-year children, mental health problems increased from 1 per cent in 1980 to 19 per cent in 1985.

"Many of these children are trying to cope with stress at home, and one of the ways they respond is by being older is by rebelling against authority," said Mrs Hedley. The sorts of behaviour they are subjected to are reflected in their ability to concentrate. Clearly, the old way of motivating children by holding up the world of work as an incentive, has gone.

The emotional cracks begin to show...

"We had Kenneth Baker at the North of England conference saying attendance rates were low, and blaming boredom for it. But he gave no analysis of the problem and made no attempt to put it into the context of deprivation and motivation."

"The speaker is not, as you might expect, a politician, but Mr John Roberts, deputy chief education officer in Sheffield. Had the Education Secretary bothered to look under the surface of the very real problems facing schools, Mr Roberts argues, he would have found good reasons why some children are turning their backs on school."

One of the main reasons - and one with which Mr Baker would agree - is that the secondary school curriculum is not relevant to many teenagers. Sheffield education authority is currently reviewing that situation with the intention of developing a much more practical, activity-based curriculum.

But the problem goes deeper. While there is no statistical evidence to show trends in attendance at schools, there are other indications of rising poverty and stress, which education officers believe are linked with the rise in unemployment.

The number of children in the city receiving statutory free school meals has increased steadily from 15 per cent of the school population in 1982/83 to 25 per cent now. School clothing allowances paid by the council to low income families also increased be-

tween 1982/83, when they were received by 15,000 children, and 1985/86, when 18,500 received them.

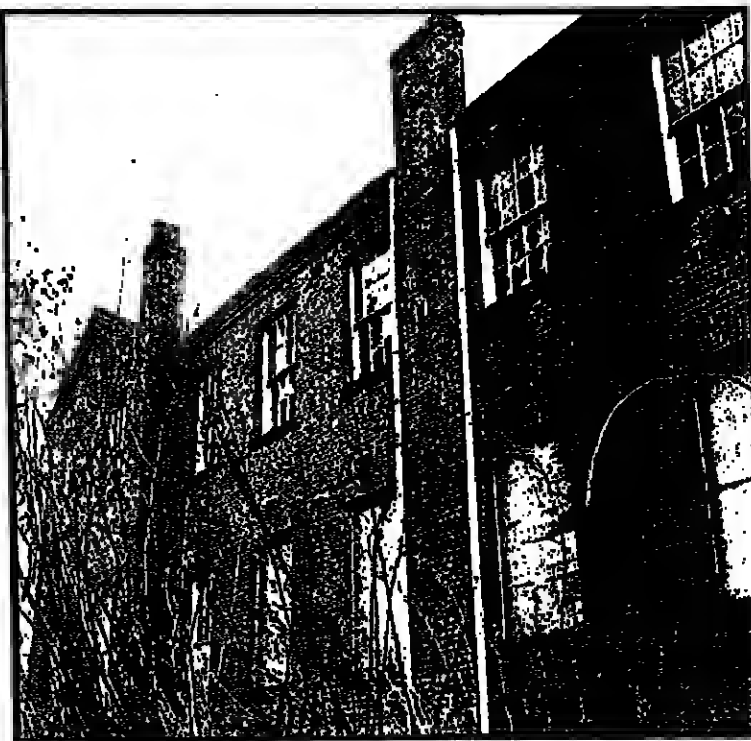
The devastation caused by the recession - more than 30,000 jobs lost in the city since 1979 - has had two levels of impact on schools. One is that unemployment and poverty have led to an increase in breakdowns among families, and schools have had to cope with the stress it causes pupils.

The other area is the effect of pessimism about getting a job in the future, is having on pupils' motivation, particularly in the fifth year in secondary school.

The problem, according to another senior officer, Mr Ian Birch, is even affecting middle-class children. "It is a constant battle with my own daughter, who is going through O levels, to motivate her because of the chances of getting a job. If it is even hitting her, and she is one of the lucky ones, what chances have children from deprived backgrounds?"

Staying-on rates in Sheffield are also suffering. In 1984, 25 per cent of pupils entered the sixth form, with a further 11 per cent going on to further education. In 1986, the sixth-form figures fell to 21 per cent though the FE rate remained at 11 per cent.

This conceals more dramatic trends, oddly, at the two extremes of wealth and poverty. In the impoverished south-east of Sheffield the sixth-form staying-on rate fell from 14 per cent to 7 per cent, while FE entry went up



In Sheffield there are no fortunes to be made out of surplus school buildings

from 9 to 10 per cent.

In the affluent south-west, the sixth-form staying-on rate fell in the period from 33 to 24 per cent. Against this trend, however, the numbers entering FE increased by 2 per cent.

The dramatic fall in staying-on rates in these areas is matched by a similar rise in youth unemployment. In Sheffield as a whole, 45 per cent of school-leavers went on to YTS places (3 per cent up on 1984), 10 per cent were still unemployed at Christmas (1 per cent up), while 9 per cent went straight into permanent employment (1 per cent down on 1984).

Education officers are now pinning their hopes on the city's new tertiary scheme, due to start in September 1988, reversing the downward trend. Ironically, in south-west Sheffield, where FE has increased in popularity

against the local trend, there will be no tertiary colleges because the Education Secretary upheld parents' objections to the scheme.

Education welfare officers are coming under increasing pressure, according to Mr Don Pennock, senior officer in charge of the service.

Mr Pennock stresses attendance rates in Sheffield schools remain healthy, although the non-attendance rate appears to have increased. "But I think that picture needs to be put in the context that those who are absent are being absent for a much longer time."

It is much more difficult to get a group of disillusioned children back into school. So although the trend is not alarming - I do not think we are on the verge of collapse and children walking out of school - I think it does reflect disillusionment."

Mr Pennock points a depressing picture of how unemployment in the family can sap motivation. "When a family is in employment, the breadwinner has got to get up to work. That means the rest of the family organize their day round that. Now in a family where there is no employment, you have people who do not get up until midday and do not do anything until bedtime when they switch on the telly."

Vandalism is another indicator of deteriorating behaviour. Figures in Sheffield put the cost at £431,000 in 1985/86, well over double the figure recorded in 1981/82, when the present system of recording vandalism was adopted.

This points in another aspect of the north-south argument which is now raging in education circles. As Mr Baker remarked, at the North of England conference, local authorities are able to refurbish school buildings partly by selling off surplus land. Sheffield has been told it can spend up to £3.2 million in this way. "That is a nice bland statement, but there is no way we can raise that sort of capital," said Mr Bob Bennett, the I.C.N.'s press officer.

Last year, the former 600-place Rumman Catholic secondary school, St John Fisher, was sold (without its playing fields) for £140,000 to South Yorkshire Fire Service. The cost of replacement would be between £2 million and £3 million, according to officers.

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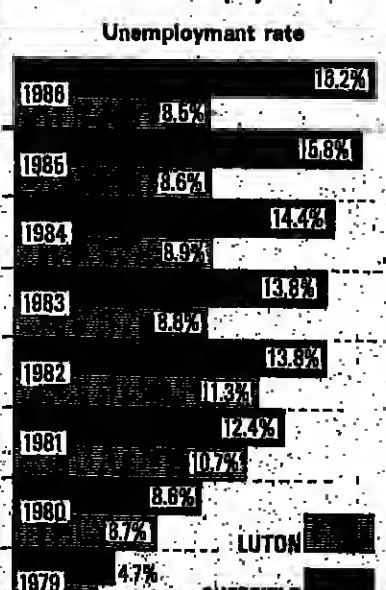
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The car town that did a 3-point turn

Luton has its black spots where unemployment and associated poverty run high. At the 270-pupil Ramridge junior school, more than six out of ten children receive free school meals.

In terms of disadvantage, Ramridge — many of whose children come from a dilapidated estate of council flats, nicknamed Tintown — is near the top of the list in the Luton and Dunstable conurbation.

But there are few signs of stress, no tell-tale signs of graffiti inside or out. The building, like Stand House School in Sheffield a product of 1950s expansion and confidence, is still an attractive environment to learn in. This is despite the obvious taint of the paintwork and radiators inside which, because of cuts, have not been painted for 17 years.

One explanation, according to headteacher Mr David Powell, is that the community is closely-knit and well-established. Long-term unemployment is not a big problem and most children go to school happy and well-adjusted. Unlike the Stand House catchment area, it is a community with confidence and with a clear vision of the future.

With unemployment — both youth and adult — on the wane, there are no discernible tales of hopelessness percolating down to primary school level. Few, if any, children have brothers and sisters who despair of ever getting work. Motivation is no problem for teachers.

"Generally, I do not feel we have seen a dramatic change over the last few years. I honestly do not think the youngsters, up to the age of 11, are frightened of the future. The teachers here are able to say to children that things will be much better when they grow up," said Mr Powell.

At the local secondary school,



Unlike Sheffield teachers, Luton heads Colin Griffiths (Ashcroft), left, and David Powell (Ramridge) rarely have difficulty motivating pupils

Ashcroft comprehensive, the story is the same. Despite being set in a predominantly working-class area, poverty is far less apparent than in comparable areas of Sheffield. Fewer than 21 per cent are entitled to free school meals (the national average is 18 per cent).

The clue to the school's well-being is in the name of the district it is in. The Vauxhall area sprang up and prospered with the local car industry and,

the remarkable turnaround in the town's fortunes since 1982, when unemployment threatened to ravage the local economy in the same way as it has in Sheffield, has brought new confidence.

Out of 157 pupils who left the fifth form last summer 48 went into full-time work, 39 joined the Youth Training Scheme and 111 went on the dole. According to Mrs Anne Rogers, head of careers, there are now more YTS places available to school-leavers than there are pupils to fill them.

Last year Vauxhall — who still recruit from local schools, although the numbers are fewer — were late offering places for Ashcroft school-leavers. Consequently, they were unable to find enough trainees of the right calibre to fill their vacancies.

With unemployment on a downward curve, sunrise industries moving in, and the traditional manufacturing industries holding up well, there is a boom-town atmosphere about Luton. New homes are springing up, and there is a general feeling of renewal not present in Sheffield.

At Ashcroft school, examination results are improving markedly — the number of fifth-formers with five O levels or equivalent were up from 15 per cent to 21 per cent last year — and motivation is as good as ever. Attendance levels are averaging 94 per cent.

There was a time, back in the early 1980s, however, when the school staff became nervous. Between 1979 and 1982, unemployment in the town almost trebled, repeating the pattern in Sheffield.

The deputy head, Mr Michael Thompson, said: "At that time, children were beginning to say, 'Why bother?' There was a marked change of attitude, but fortunately that did not last."

No house room for northernners

Promoted teachers who have moved south for a better job are more disadvantaged groups of people in the relatively affluent south of England.

Mr John Penney took the road south from his home in the north last September and accepted full of hope, but as head of French at Ashcroft comprehensive in Luton, he is now a notice and will shortly head off the M6 to take up a post in Salford.

For Mr Penney the move has been in disillusionment, and he is now south again. The struggling school, the rapidly growing divide in Luton, which has made him a living, and his young family is home.

"If you consider that in Luton the prices start at well over £100,000 for a terraced property, while in Salford you can get a good house for £70,000, you can see what the problem is."

"When I got the head of department job I thought I would be able to do something of it. To move north, you are desperate for promotion, becoming almost impossible."

He is plotting his hopes on the M6 Professional Grade, which at least takes the sting out of his move and enables him to improve his standard of living without having to work hard.

One of the striking features of the short-list drawn up for Mr Penney's replacement is that it includes candidates from outside Luton. Not one suitable candidate has been relatively depressed north of the border.

The problem is not confined to Ashcroft school. "Teaching is a high mobility profession, but it is any longer," said Mr Gordon, the deputy chief education officer for Bedfordshire.

"A decade ago teachers were prepared to move because there was something in it for them. Now schools have become congested and the difference between prices in the north and the south have increased."

Two events have added to the problem in Bedfordshire. In the last year the council decided to close down teachers' relocation allowances and its package of cuts to meet the government financial curbs.

The other factor is the decision of the St Pancras-Bedford railway — the "Bedpan line" — which has been closed within reach of the town. House prices in the area have been rocketed by more than 50 per cent.

Someone who is not averse to the mobility problem is Mr Colin Goss, head of Ashcroft school, who has moved from the north to Luton after seven years' experience.

He sold his three-bedroom house in Sunderland for £28,000, and bought a four-bedroom house in Bedford for £40,000. This is a new north-south divide, while his former home in Sunderland is worth only £15,000.

SHEFFIELD: Three-bed semi (average) £27,000
LUTON: Three-bed semi (average) £40,000

Dole youngsters 'not high priority' for most l.e.a.s

by Ian Nash

Fewer than half of all local education authorities in England say they give "high priority" to the needs of young unemployed people, an analysis of provision for youth services has reported.

Nine l.e.a.s said that discrimination in favour of disadvantaged groups, such as the young unemployed, should not be at the expense of resources for other groups.

The Department of Education and Science report on the analysis, by the National Advisory Council for the Youth Services, says there has been considerable growth in the number of ethnically-based young people's organisations supported by the youth and community services.

But there is scant evidence in the report of anything positive, apart from a few inner-city areas with special appointments for black trainee youth workers and three l.e.a.s that "intend" to use money under Section 11 of the Local Government Act 1966 to improve race relations.

More than five years after the Youth Services Review, by Mr Alan Thompson, former deputy secretary at the Department of Education and Science, there is little evidence in the latest report of any progress towards a more coherent youth strategy as was outlined in 1981.

Unemployment and race were mentioned for special attention in the Thompson report, which pointed to a "deep-seated alienation" and warned that, unless tackled, disaffection and disillusion would continue unabated.

Better management and evaluation of the youth services were needed, there were "gross inequalities" in provision among authorities, liaison between voluntary and statutory youth sectors was poor, and youngsters themselves had no effective voice.

Critics accused the report of naivety and of aiming to appease rather than confront political doctrine. If that were so, the pill it offered was too bitter for Sir Keith Joseph, then Education Secretary, to swallow.

Blame did not lie wholly with central government but the solution largely did, said the report. What was needed was a minister based in the DES but with powers of inter-departmental co-ordination for youth.

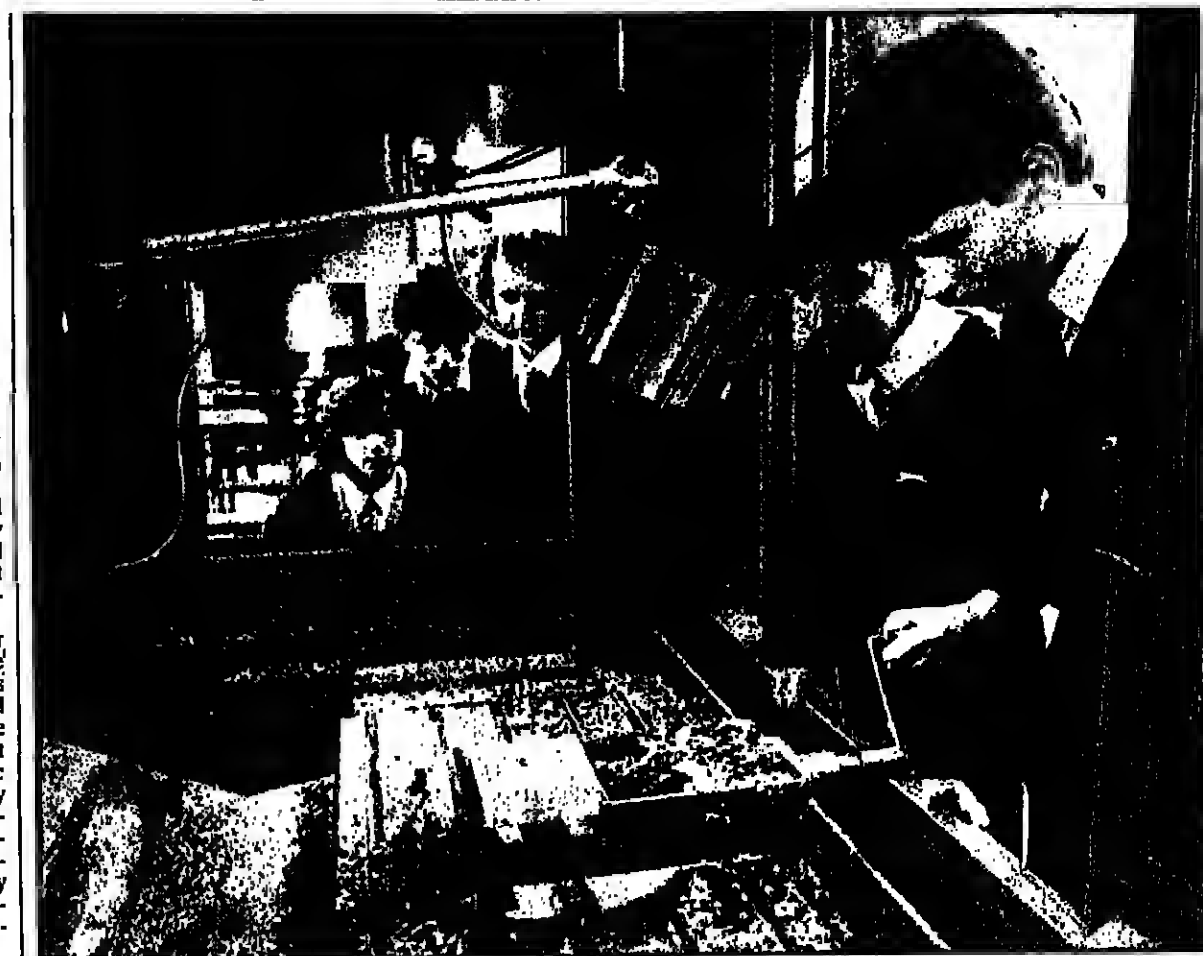
The National Advisory Council for the Youth Services, proposed in the report, was defined nebulously as being intended clearly to be better resourced and to have more than the token voice accorded by Sir Keith to the present body. Twenty months after the Thompson report, Sir Keith finally rejected its call for a stronger legislative base, and set up a small experimental youth council. Mr Thompson had also called for mandatory grants for full-time youth work students. This suggestion was also discarded.

Moreover, far from giving a statutory base for funding, he gave l.e.a.s a let-out clause by saying they should "appraise carefully their funding of the statutory youth service relative to other claims on their expenditure."

In the latest analysis published by the DES, several authorities reported difficulties finding suitable accommodation for permanent staff to run daytime activities for the young unemployed.

Fewer than one in ten stressed the importance — highlighted by Thompson — of partnership with specialist agencies. And fewer than one-third — 23 authorities — referred specifically to meeting the needs of handicapped young people.

A shortage of resources was a recurring topic, and l.e.a.s said they wanted more government aid, particularly through changes in rate support calculations, more education support grants and Section 11 money.



Engineering the future: pupils from Blackburn's Wilton Park school experience work with a computer-aided lathe

Designs on high-tech learning

Pupils from seven Lancashire secondary schools have regular lessons in engineering on some of the most expensive computer-aided design and production equipment available in the United Kingdom.

It is what Mr Jim Crewdson, principal lecturer at Blackburn College, says is a model link between industry and education — one which has already earned his establishment thousands of pounds through the sale of its consultancy services.

Most recently, local firm Stuart Engineering had given up hope of finding the right company for a computer design job involving fibre glass. It was about to go to Italy when Mr Crewdson's department stepped in.

He and his colleagues had built up the expertise rapidly on machinery from Prime Computers which cost £350,000 and was bought with a grant from the Department of Trade and Industry and money from the council.

Now the Manpower Services Commission has awarded the college a £20,000 contract to work with Malvern on a new generation of computer-controlled technology.

"Even with all this work, we still find hours when the equipment is lying idle," said Mr Crewdson, who is now

training teachers to use the equipment through TVET-related in-service training. "They then bring their pupils into the workshops."

Engineering students at the college also benefit because they have the chance to become involved in solving genuine industrial problems. "We are not a production unit for industry but we can create two-way benefits by offering our services."

The word has spread quickly and the college expects its catchment area for the new breed of high-technology engineering pupils to expand to 10 schools this term.

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Natfhe calls for quality in jobs scheme

Major reforms aimed at improving the quality of the new Jobs Training Scheme will be demanded in a campaign to be launched by NATFHE, the college lecturers' union.

It has joined a growing number of critics who condemn plans to pay the long-term unemployed in the 18-25 age group training allowances which are based not on the job being done but on their unemployment benefits.

Opponents so far have rejected the scheme as a formula for "conscript labour", a variation of the American Workforce programme, and a cynical attempt to manipulate the unemployment statistics in election year.

But NATFHE is also concerned about the effects on training quality. Mr Peter Dawson, its general secretary, said: "In the form envisaged, the scheme represents a determined effort by Government to reduce the quality and value of present education and training of adults."

The six hours-a-week workplace instruction could not meet the rigorous standards demanded by bodies such as the Business and Technician Education Council, nor could quality be assured when the Manpower Services Commission, local education authorities and trade unions were not allowed to control standards through the area manpower boards, he said.

The absence of the Department of Education and Science from any preparatory work for the jobs scheme compounded sharply with the involvement of the Manpower Services Commission north of the border.

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OVERSEAS

Jewish model of achievement

ISRAEL

Shalva Wall reports on Jerusalem's showcase engineering school

The Organization Rehabilitation Training school of engineering in Jerusalem is one of those rare educational establishments where the academic approach is seen by students as the poor relation of technological training. It is the most prestigious of the 105 ORT vocational schools in Israel, and Mrs Margaret Thatcher paid a visit there on her whirlwind tour of Israel last May.

She was invited there some years ago at a fund-raising lunch for the international network of Jewish-backed vocational institutions by the then Mr David Young, who was chairman of the Manpower Services Commission and of ORT's British branch before becoming a peer and the Employment Secretary.

ORT's success is said to be one of the inspirations behind the idea of city technology colleges in Britain. The Jerusalem school, which has 1,800 students, is on one of the Hebrew University campuses. It is 10 years old, and imaginatively designed to house attractive inter-connected buildings and laboratories. There is fierce competition among teenagers to win a place.

Potential entrants are accepted at the age of 14 or 15 on the basis of



Chemistry students at the ORT Ebn school in Ramat Gan

psychometric tests, past school certificate and an interview.

After two years of general studies, the teenagers specialize with 40 per cent opting for electronics, 40 per cent choosing computing, 10 per cent studying robotics and 10 per cent selecting purely academic subjects.

The headteacher, Shraga Sorek, says: "This unusual situation whereby academic students are regarded as second-best to technological students has set a precedent and raised the status of technological education throughout Israel."

All students have to sit for the Israeli matriculation examinations. In 1986, the success rate was 97 per cent.

Sixty per cent of the country's students are at technical schools, with ORT offering 60,000 places in 65 different courses. Last year, 25,000 pupils studied at technical schools; 3,000 attended apprenticeship centres where young people work and attend school part of the week; 12,000 went to adult centres where they were trained or re-trained in technological subjects; and 1,500 studied junior technological colleges, which are post-secondary two

and three-year courses for technicians or practical engineers.

The rest went to industrial, junior high, or military base schools.

ORT Israel is an affiliate of the World ORT Union, the largest non-governmental vocational and technical education network in the world. The organization, founded in 1880 by a group of Jewish philanthropists in St Petersburg, aimed to set up co-operative workshops for fellow Jews.

In 1945, ORT established training centres for concentration camp survivors throughout Western and Eastern Europe. Today, World ORT caters for 120,000 students globally and operates in 15 countries, with headquarters in London.

The first Israeli ORT school in Jerusalem's Prophets' Street was opened in 1949 at the former German consulate.

Today, modern and older buildings on the site constitute the ORT technological high school, which has a roll of 785 pupils.

In many ways, this school is more typical of ORT's vocational activities than its prestigious counterpart. Here, boys and girls aged 14-18 specialize in draftsmanship, ear mechanics, tool and dye making, automation and control, tourism or technical administration.

Pupils come from poor backgrounds. Only 5 per cent of students' parents have had some further education, 25 per cent have been to high school, and the rest have had less than eight years in the system.

High ideals but little evidence of progress

JAPAN

Japan's education reform, which is running out of steam, is evaporating as the provisional reform council becomes increasingly divided, so that each major issue is more confusing than the last.

Its most recent document was published last month. It revealed that the council's 25 members are divided on such issues as changing the controversial textbook screening system, and the start of the school year in April to the autumn, giving national universities independent legal status and scrapping the rigid school system.

Although the council, which was established by Prime Minister Yasuhiro Nakasone, in theory, does issue its final set of recommendations in April, it has until the end of a three-year term in August to make a decision. It is still unable to form a consensus on some questions, a conservative education ministry is presumably take over the decision-making.

Progress so far is hard to assess, though the motives behind reform are not disputed. The problems may be a smaller scale in Japan than elsewhere in the developed world, but there is widespread concern here over the decline of social values in schools and the council sums up as a "state of desolation".

The council's objectives are to surround such key words as flexible individuality, creativity and diversity to make education more "humanistic" and to prepare for the information age. Ikuo Amano, professor of education at Tokyo University, commented: "It is difficult to see in which direction education reform is moving. The council's reports are too vague to be understood properly by educators, let alone by lay people."

A number of other panels are set up in the reform process, each existing bodies or new ones such as the Curriculum Council (YES, November 7) set up to put the finishing touches to the work of Mr Nakasone's council. The aim is to introduce as many measures as possible in 1990.

However, only four main recommendations are on their way to implementation so far: one-year in-service training of new recruits by experienced teachers, six-year state secondary schools parallel to the three-year middle and three of upper school structure, a new standard first-year entrance exam for universities (the year the number of subjects has been cut from seven to five) and stronger moral education.

Other changes under consideration or to take effect include allowing specialists from other fields to teach in schools and universities, refinement to the curriculum and a longer probationary period for new teachers. A substantial recruitment drive for foreign English-language teachers is in progress for the April term.

Barbara Cassano

After the defeat by schoolchildren and students of his plan for universities and upper secondary schools, M. René Monory, Education Minister, seems determined to show who is boss in the French education system which he often calls "the enterprise of the future".

His decision to increase the authority of headteachers in primary schools, despite a month of strikes and demonstrations by thousands of primary schoolteachers opposing the decree published last week in the official journal, has turned into another trial of strength of Prime Minister Jacques Chirac's 11-month-old right-wing government.

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teacher who is responsible for the running of the school and other primary teachers. Heads are to be upgraded and given more authority although they will still not be asked to assess other teachers' work, and will receive some training and a small increase in salary.

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teacher was an important figure, often paying a part in local affairs. There are now insufficient candidates - there were 750 unfilled vacancies last year for teacher training schools. Salaries are poor by French standards - after 10 years' experience a teacher may be earning roughly 7,000 francs (£760) a month. To make matters worse, negotiations over this year's salaries for public employees broke down last week and this has added to their resentment.

Although the main primary teachers' union has been losing members over the past 10 years, teachers are still largely left-wing and the unions are playing a key part in the protest. It is hard to understand why the present right-wing government has brought about further conflict over a measure which does not seem of any great urgency. According to a poll last week, 70 per cent of the sample approved of the decree and M. Monory must be hoping that the half-term holiday due to start tomorrow will ease the situation.

Susan Fleming

Gagged student journalists sue for free speech

UNITED STATES

Journalistic free speech is a cherished tradition in America, but how soon should it start? The issue is now before the US Supreme Court, which has agreed to rule on a vexed question: Should teachers have the right to censor school newspapers?

The National School Boards Association is in no doubt. Unless authority is maintained, it has told the court, school newspapers across the United States may disappear altogether.

The students in the case see matters differently. "Journalism is such circumstances," says their brief, "is no journalism at all."

Like many cases of high constitutional significance to come before the Supreme Court, this one had simple beginnings. In 1983, three members of the Journalism class at Hazelwood High School, Missouri, produced two articles for *Spectrum*, the school newspaper used as a laboratory for their course. One article was on teenage pregnancy, the other on divorce. Both were censored by the headteacher, Mr Robert Reynolds.

Mr Reynolds claimed that students interviewed for the articles could be identified, adding that he feared the school might be thought to endorse the sexual norms of the pregnant girls.

Dissatisfied, the three budding journalists promptly sued the school board, claiming infringement of their First Amendment rights. They lost in the lower court, and then won on appeal. *Spectrum*, said the appeal judges in a majority decision, was a public forum for the student viewpoint, not simply a part of the Journalism curriculum. As such it was entitled to the protection of free speech under the US Constitution, unless the articles "would have materi-

ally disrupted classroom, given rise to substantial disorder or invaded the rights of others". And these, said the judges, would not.

It is this ruling that has brought the case to the Supreme Court. The Hazelwood school board, supported by the NSBA, is fearful that the unrestricted journalistic zeal of its students could well saddle it with some expensive legal actions. It is a fear shared by every school with a newspaper.

The Student Press Law Centre, which is backing the students involved, says it is "nervous" about the Supreme Court's acceptance of the case. Last

July next year.

The Supreme Court has also agreed to consider whether state laws allowing public schools to begin the day with a moment designated for "private contemplation" are violating the constitutional ban on government endorsement of religion.

Disorganization may be the cause where thought, language and other higher functions reside.

This process involves the migration and interconnection of billions of cells, and could be disrupted by a small stroke, maternal stress, or a virus.

Another possibility is pre-natal variation in testosterone - a male hormone which slurs the way the brain takes shape. The study notes that far more boys than girls are dyslexic.

It is hoped doctors will soon be able to identify children with these abnormalities at an early age, and recommend special tutoring or treatment.

"If we know how the brain works, we can design textbooks that take advantage of dyslexics' intellectual abilities," said Dr Albert Galaburda, a Harvard neurologist.

One such attempt to identify dyslexic children is being carried out at Boston Children's Hospital, where Dr Frank Duffy is mapping brain waves in response to sights, sounds and words.

He has found differences in the brain's electrical activity among those with dyslexia - not only in the left hemisphere, where they were anticipated, but also in both medial frontal lobes and in the visual cortex.

These findings, says Dr Duffy, suggest that dyslexia is "a rather comprehensive abnormality of entire portions of the brain".

Researchers believe this disorganization of the brain could be caused by abnormal development and alignment of brain cells in the second trimester of pregnancy, when the fetal brain forms the outer cortex

of the left hemisphere - controlling reading and writing - was larger than the right. In dyslexics, these language areas were of the same size. Scientists theorize that a more developed right hemisphere would rival the left for control of the language function. This would create tension within the brain and distort the reading process.

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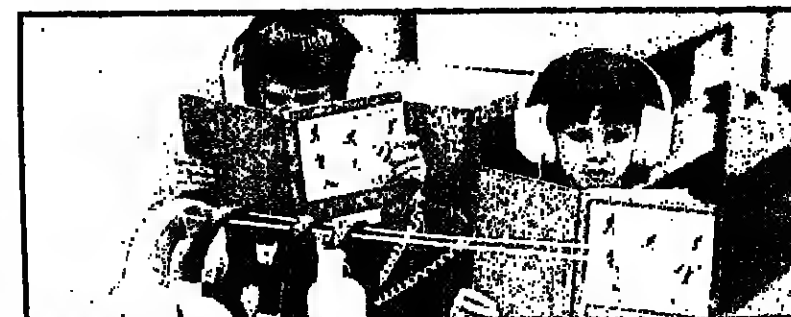
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Bill Norris on a science literacy campaign
Scientists offer pupils a chance to experiment

Catching up: Recent studies have shown that American children are lagging behind in maths and science.

Science courses, until now the almost exclusive preserve of high schools in the United States, are to be introduced into schools with the aid of a \$50 million (£32.25 million) campaign announced by the National Science Foundation this week.

In the first large-scale development of the science curriculum since the launch of Sputnik set America on its ear during the late 1950s, the NSF is funding the development of books, learning materials, software and teacher training, for children in the 6 to 12 age group. Half the money, to be spent over four years, will come from textbook publishers.

The new curriculum, which will stress experimentation rather than learning by rote, has been inspired by recent studies that show American children are lagging far behind their foreign counterparts in maths and science.

"We are failing to provide an adequate background, an adequate introduction, and an adequate level of science literacy for the population as a whole," said Bassam Shakhashiri, assistant director for Science and Engineering Education. "In a technological world, where we compete with equally sophisticated countries, we cannot afford to

focus only on the next generation of Nobel prize-winners.

"The average student receives no real science until he or she reaches high school," said Mr Shakhashiri, "and we know that four years prior to this, most students have already decided that science courses are difficult and dull."

The foundation cannot impose the teaching methods it is developing on individual states, or on the myriad school districts within them. None the less, it is optimistic that its prestige will help gain broad acceptance for school boards and textbook adoption committees. The participation of text-

book publishers, anxious to recoup their investment, should also ensure that the message is spread effectively.

The results of the initial three projects under the scheme, covering a variety of scientific subjects, are expected to be ready for use in schools within four years. Eventually, the foundation hopes to turn its attention to middle and high schools - moving them, too, away from the "read and recite" method of teaching to more participatory techniques. The aim is to produce a national science curriculum, but to offer schools a diversity of materials to choose from.

TES reporters on the dreams and despairs of black South Africans

Campaigning for a non-racial future

South African state school pupils of all races and religions could soon be living, studying and socializing together in a whites-only area as part of an ambitious inter-faith project to educate for a post-apartheid era.

The World Conference for Religion and Peace, which represents numerous religious groups and counts the Anglican Archbishop of Cape Town, the Most Reverend Desmond Tutu, among its presidents, is planning to set up non-racial "centres of justice and peace" to train and back up teachers and provide business courses for school-leavers.

Two of its members, Rabbi Ben Isaacson of Johannesburg and the Reverend Zacharia Mokoabe, a black Dutch Reformed Church minister involved with the Soweto Parents Crisis Committee, have just begun a nationwide tour to promote the United States. They met Dutch Government officials and addressed audiences in Britain last week as guests of the London-based Jews Against Apartheid.

A priority of the centres - the first of which could be set up in the affluent Johannesburg suburb of Houghton later this year - will be to develop subsidised business and secretarial diploma courses for black youngsters who cannot afford college. Technical

training is expected to follow at a later stage.

Organizers plan to involve progressive companies with a view to finding jobs for centre graduates. The aim is to hand over the running of courses to blacks once the first two cohorts of students have passed through.

Details of other educational projects have yet to be ironed out. Meetings of the South African branch of the World Conference have been hampered by the emergency regulations and the detention of executive members for anti-apartheid activities.

But if all goes to plan, the centres are likely to provide for:

- research into what Mr Mokoabe described as "the facts" of South African history, arts and languages
- "The argument is that without any tools, you have no future"
- training and materials for teachers of different subjects who would attend courses in their own time. "We will tap

into the non-racial National Education Union of South Africa";

- facilities for students to examine and discuss the needs of their curriculum together;
- programmes to stimulate understanding of different religious traditions.

Mr Mokoabe said the centres would consult widely and would promote "People's Education", complementing efforts elsewhere to lay the groundwork for a unitary, democratic and non-racial education system.

But he stressed that their main contribution would lie in the non-racial atmosphere they would be able to provide for those accustomed to the "myopia" of segregated schooling. Black schools created "submissive" relationships, he said. "We hope that in this non-racial setting, we will be able to help in the process of creating future leaders."

He did not feel that the centres' work would be unduly threatened by the sweeping powers recently given to the director-general of the Department of Education and Training in ban ayilabuses, courses and books in non-white schools. If the centres provided the facilities for research and training, the dissemination of information could be carried out via the now well-established township committee structures.

The South African Government's response to contravention of the Group Areas Act, which stipulates where different races can live and work, was unpredictable, he added. But the precedents were encouraging. Areas of mixed living were springing up in Johannesburg, and segregation was being challenged increasingly in the private schools.

□ The department is understood to have withdrawn application forms for secondary school admission which required Soweto parents to indemnify the State against compensation claims in the event of their children dying or being injured in Government vehicles.

The documents, which have to be filled in before students can register, are said to have been boycotted throughout the township.

Sue Surkes

Township fights for its homes and schools

The closure of a primary school in the ill-fated South African township of Oukale, where the Government is removing residents forcibly to a resettlement camp 15 miles away, has sparked deep resentment.

A new primary has been built in the resettlement camp to replace that of Oukale, and teachers and equipment have already been moved there.

The Government announced last year that it planned to relocate the township's 22,000 residents - many of whom have lived there for the past 55 years. Oukale is on the border of the farming town Brits, about 60 miles from Johannesburg, and Oukale residents believe the Government wants to turn their locale into a whites-only area.

But they are adamant they will not be moved and claim that, by closing the school, the Government is using education as a "tool" to ensure that the township is left habitable.

A spokesman for the Department of

Education and Training, Mr Peter Mundell, refused to comment on the allegation. He said the primary school was transferred "because it was very run-down".

In Oukale, there is now only one primary and one secondary. Pupils from the closed school are now crammed into the remaining primary.

Nearly 980 pupils have registered at the school and the DET has provided only 15 teachers. In some classrooms there are more than 80 children.

Mr Marshall Buys, the chairman of the Brits Action Committee which is campaigning to stop the forced removals, said: "We will not be moved. If need be, we will build our own schools."

"Our children must have an education and we will make sure they have classrooms to go to. If the DET refuses to supply us with teachers, we will find and pay for our own," he said.

Susan Fleming

University Standard entrance exam

Barbara Cassano

Travel

EA CONCERT TOURS

ATOL 137

Fine-tuning by the mechanic

FRANCE

Mary Follain on the Education Minister's power struggle

After the defeat by schoolchildren and students of his plan for universities and upper secondary schools, M. René Monory, Education Minister, seems determined to show who is boss in the French education system which he often calls "the enterprise of the future".

His decision to increase the authority of headteachers in primary schools, despite a month of strikes and demonstrations by thousands of primary schoolteachers opposing the decree published last week in the official journal, has turned into another trial of strength of Prime Minister Jacques Chirac's 11-month-old right-wing government.

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Susan Fleming

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LETTERS

The uncloistered virtues of the choir tradition

Sir - In an otherwise balanced and fair-minded article ("Sung song", *TES*, January 30), Gerald Haigh's concluding paragraph contains three inaccuracies with regard to Wells Cathedral School, and I suspect to many other choir schools.

First, we are not "literally cloistered from our surrounding community". The 16 choristers are members of a school of more than 750 boys and girls, and as such, play an active part in the life of the school, the city and its surroundings.

Second, our choristers are much more reflective of society than Mr Haigh asserts. They come from a wide variety of backgrounds which include very low income and single-parent families.

And third, at this school in particular, the choristers share their education with children of both sexes, who also come from just as wide a background.

If choir schools disappear, I have no doubt that most choirs would work out some sort of "strategy for survival", but it would be at the expense of a priceless quality. Moreover, Thomas, who lives in Cornwall, and Ben, who lives in the Pembrokeshire hills, would lose the opportunity we currently give them to sing, and congregations throughout the country and abroad would be deprived of hearing them.

JOHN BAXTER
Headteacher
Wells Cathedral School
Wells, Somerset



Excellence for all

Sir - Gerald Haigh writes that "choir schools are unashamedly elitist" (*TES*, January 30). What rubbish! The only possible elitism is to be found in the quality of the music produced at these educational establishments, a quality greatly admired throughout the world of music.

My son was a chorister at St John's College, Cambridge, and therefore attended the choir school nearby. My wife and I struggled hard to keep him there because, as well you know, my salary as a school teacher and her salary as a visiting school and private music teacher were far from distasteful. However, we got by with help from various sources which we will be paying back for years to come.

Gerald Haigh accuses these schools of being "absolutely literally cloistered from their surrounding communities". With more than 200 day boys and girls, how could this ever be the case at St John's? Then, as often as possible, I made visits coincide with Cambridge

United home games so that my son and I could enjoy the fun at Abbey Stadium! Never did we regret this sacrifice of time and money as the years at Cambridge were both happy and stimulating. We made many friends among the parents and among the staff. Indeed, as a result of the attention meted out by the latter, our son won a music exhibition to Eton College.

Another elitist school? How could it be with our son there? Musical standards were phenomenal: teachers on all orchestral instruments (one violin teacher is full-time), two symphony orchestras and a chamber orchestra, chapel choir and choral society, fortnightly concerts of an exceptional standard, organized by the boys themselves. Powys County Education Authority could not offer anything comparable for its secondary school pupils on a county basis.

Now the Labour Party promises to destroy all this. Even the Alliance threatens to remove the charitable status from choir schools - so Clement Freud stated when he visited Build

Wells high school during the Brecon and Radnor valley tour. How pitiful! For countless years the Church held the monopoly of education in Britain. The writings of Maria Hackett (1783-1874) indicate how low were the standards in most choir schools. Thus when the State entered the education field, many choir schools failed to compete and, as a result, went to the wall.

However, other such schools accepted the challenge and triumphed eventually over their state rivals. If the State wishes to destroy choir schools then it should supply something better. Yet how ridiculous to suggest that the demise of these schools will, in the long run, make little difference to the Anglican cathedral music tradition. On the contrary, it will devastate it.

In my spare time I officiate as organist and choirmaster of Brecon Cathedral. My choristers are all voluntary, drawn mainly from the town. Hard as they work, they readily acknowledge the excellence of choirs at cathedrals and collegiate churches

where there are choir schools. When not singing themselves they listen to these choirs on the radio, tapes and records, even in their own buildings. What is obvious to them is that our choir cannot possibly maintain a comparable repertoire. However, when such choirs as that at St John's College, Cambridge, sing for around 20 hours weekly and their choristers learn to play two musical instruments, is that really surprising?

Without doubt, to destroy the great choir school tradition would destroy also the great tradition of cathedral music. This would be wanton vandalism of the worst sort. Furthermore, once done it would be impossible to be undone. It is a tradition of which Britain should be proud for it is unique. There is nothing like it anywhere else in the world. Treasure it!

DAVID GEDGE
Music master
Builth Wells High School
Garth Cottage
29 Pendre
Brecon, Powys

Green votes

Sir - That environmental education might be an election issue to a country is, perhaps, beyond the bounds of reality. Yet Paul Hargrave's article on its status in the German election campaign (*TES*, January 23) points the way to increasing awareness among politicians in the rest of Europe of its priority for planned and progressive environmental work in schools and other educational institutions.

It is gratifying to learn that the Education Minister of the Irish Republic recognizes that environmental education is an essential component of contemporary general education. The emphasis on the need to improve and increase teacher training in environmental awareness is echoed by my association. We, too, make definite distinction between environmental studies as a separate subject and environmental education as a wide-ranging interdisciplinary approach integrated into existing subjects.

But, like the National Association for Environmental Education, in the FEU, we recognize the problem that no interdisciplinary approach can hope to succeed without some of the, as they put it, "padding" removed from overstuffed syllabuses. With the World Wildlife Fund we are addressing the problem of teaching about some of the nature conservation problems at a joint conference in London on April 15.

What kind of messages does the existence of such a body give to comprehensive school teachers and pupils? What significance does the absence of HMI have in the light of a recent statement by the Fillgate Group, (a political group backed by ministers in Mr Baker's team), about the undesirability of HMI support for child-centred and discovery learning?

And why, above all, is there no cry of outrage from all those committed to the cause of education in Britain today?

MAUREEN BARRETT
JENNY BRAIN
DAVID MCCONNELL
CYRIL SELWES
MARY TASKER
JACK WHITEHEAD
Members of the Values in Education Research Group
University of Bath
Claverton Down
Bath

Letters should be as brief as possible and typed on one side of the paper. The Editor reserves the right to edit or cut letters where necessary.



Select band

Sir - An English inquiry team chaired by a mathematician and consisting of a mix of creative artists, the English teaching establishment and members of the advertising and consumer affairs worlds and containing no comprehensive school English teacher and no member of HMI must be a remarkable achievement in the politics of selection.

What kind of messages does the existence of such a body give to comprehensive school teachers and pupils? What significance does the absence of HMI have in the light of a recent statement by the Fillgate Group, (a political group backed by ministers in Mr Baker's team), about the undesirability of HMI support for child-centred and discovery learning?

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Pre-school screen

Sir - Your report "Ready readers" (*TES*, January 23) on "turning pre-schoolers on to print" was most interesting and the list of books favoured by the project children will be useful to our paediatric speech therapists. The benefit to spoken language development as described is, of course, very valuable, but I was stopped short by the statement "There is no suitable test to assess this", which I cannot allow to go unchallenged!

Of course I do not know on what criteria such a statement was based, but speech therapists do indeed spend a great deal of time assessing the language development of pre-school children using a whole range of tests. These provide either simple screening or more in-depth analysis to assess various aspects of language from early symbolic understanding through vocabulary acquisition to semantics and syntactic ability.

As the project was dealing with, one

Geography exam suffering from lack of direction

Sir - I recently met with representatives of the geography departments of comprehensive schools in Oxfordshire concerning the common GCSE course which we follow.

We were all concerned with the way the course was progressing, and in particular Paper 3, the Geographical Enquiry. The syllabus follows the National Criteria when it indicates that the inquiry will "consist of a geographical investigation which must include fieldwork". The teachers involved were not against the philosophy of requiring that pupils would undertake fieldwork investigations, and many believe it to be an essential part of geography.

Briefly, however, the areas of concern are as follows:
● Although the syllabus itself contains fairly detailed outlines for the enquiry, individual teachers had written to the Southern Examining Group with points for clarification, yet such points had not been made clear to all schools. For example, the syllabus refers to a single enquiry of 1,500 to 2,500 words, yet one school had apparently been informed that candidates could submit more than one enquiry to reach the required length.

Perhaps such problems are not surprising as there has been no Phase 4 training. I was informed in November that a detailed teachers' guide would be produced, and yet many schools are having to start the enquiries or at least the development of the skills for them without full knowledge of the requirements.

Although it was clear that teachers would need to take pupils out of school to train them in fieldwork techniques, and that teachers could not supervise a whole class of 30 pupils outside the school, there was little clarity over the pupil-teacher ratio that would be acceptable.

LETTERS

Stop gap

Sir - I wondered if I agreed with Anne Sofer (*TES*, January 23) about the Anglo-Saxons or not.

All that was till Thursday last when I was dictating a passage from Harold Tyler's book *Environmental Science* IV.

At the mention of the word "cessation", the group complained vehemently. Order was only restored when I agreed that "stop" would be a crude alternative.

In a trice I had proved Anne's thesis: cessation from Middle English, via Middle French and Latin, was rejected out of hand. Stop from Middle English via Old English, old High German, West Germanic, borrowed from the vulgar Latin, from Latin, back to Greek, was accepted as 'over an old friend', and all this with a group of BTCE 18-year-olds and all of Anglo-Saxon or Celtic stock. With the thesis proved, where do we go from here?

DARWIN TURNER
51 Colchester Close
Toothill, Swindon

Independent means

Sir - The report of the Sheffield University League Table (*TES*, January 23) fails to identify the assumption which renders it fatuous. This is that all pupils attending independent schools come from the authority in which the school is geographically located.

The researchers express surprise that in Newcastle, an authority where 23 per cent are defined as affluent, 11 per cent of pupils seem to go to independent schools, whereas in Bromley, where 46 per cent are defined as affluent, only 7 per cent of pupils seem to go to independents.

The truth is that many pupils come to Newcastle's independent schools from outside the city - a spot check of one of the most renowned of its independent schools's first forms shows only 18.75 per cent of the pupils coming from Newcastle, whereas many pupils from Bromley go to independent schools outside that borough.

G F KEATING
Councillor
City of Newcastle upon Tyne

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Further particulars from the Secretary, ISTC,
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01-448 8342 (960)

Success stories

Sir - At a time when those who attack our school system with ill-founded criticism seem to find it so easy to achieve media transmission of their views, why is it that the case in defence of our schools is not heard? Is it because the case is not being articulated or is it because those who are defending our schools cannot make themselves heard?

Those who know that our schools are succeeding against the trends of underfunding, undervaluing and the need to compensate for increasing social problems, and who can see the

injustice of proposals to provide extra resources (in city technology colleges) for pupils who need them less, should make it a priority to establish a media campaign to counteract the anti-school and anti-local education authority crusade currently in progress.

Failing this, the public can only assume that we accept the criticisms and welcome ideas such as CTCs.

Who will take the initiative and set such a campaign in motion?

E F SMITH
Headteacher
Churchfields High School
Churchvale
West Bromwich

CTC intakes

Sir - You reported (*TES*, January 30) that Angela Rumbold thought that subject teachers in short supply would be attracted from ordinary state schools to the proposed city technology colleges by the reward of teaching highly-motivated children. Many parents will shrug off their children to be taught in company with highly-motivated children. So the CTCs are sure to be popular and successful.

Mrs Rumbold suggested that the maintained sector will be uplifted because of the most highly-motivated children out of the way, teachers in the maintained schools would concentrate on the fairly well-motivated pupils. You quote her as saying: "That's the whole theory behind it."

But the original theory was that many inner-city maintained schools were failing because too many children were totally unmotivated truants and that the CTCs would give parents of well-motivated children the opportunity to escape from these schools.

Surely, if central government is really concerned to improve educa-

tional quality, the CTCs would only take unmotivated children. Success with these children would certainly be a beacon to expose present educational failures. But how expensive would it be?

DERMOT ROAF
Alliance spokesman on education
County Hall, Oxford

Half Baked

Sir - The Education Secretary seems unable, or unwilling, to argue logically or factually. Here are two recent examples of his woolly thinking.

□ "At present about 40 per cent of children leave school with no paper qualification. There has been an increasing trend in schools and local education authorities to move towards records of achievement for these children, rather than the traditional examination course." - address to the Society of Education Officers' Conference, January 23.

□ "Fewer than 10 per cent of all leavers achieved no CSE/GCE certification in 1983-84, a proportion which is half the level of 10 years previously and a

quarter of the proportion in 1971-72 the year immediately preceding the raising of the school leaving age to 16." - *DES Statistical Bulletin*, November 1986.

Besides misleading the public by quoting such grossly inaccurate figures, Mr Baker doesn't even understand that records of achievement can be used alongside traditional examination children's record of achievement.

Mr Baker seems anxious to impose in order to impose a national curriculum for all maintained schools. However, the indications are to the nature of this curriculum do not match up with that proposed in the city technology colleges. Mr Baker seeks to impose his curriculum on private schools? If not, then should the maintained schools be made to adopt what he considers to be the right curriculum for them?

ANGELA JEANES
Acting head
Vandyke upper school
and community college
Leighton Buzzard, Bedfordshire

Brent director

Sir - I refer to the article (*TES*, January 23) on the post of director of education in Brent. We have interviewed and at least half the candidates seen had proven education administrative experience. Your article is therefore simply untrue.

We are looking for someone committed to raising educational attainment in all our schools in one of the best-resourced education services in the country. We look forward to a full response from education professionals.

CHARLES WOOD
Chief executive
London borough of Brent

Training awards

Sir - At the end of the article on training the trainers (*TES*, January 23) two paragraphs appear relating to a totally separate development - the training awards being offered to employers in Hampshire as part of Hampshire's PICKUP initiative.

A group of local employers together with the Manpower Services Commission and the county council have launched training awards which are intended to give recognition to "good training practice" in Hampshire.

They were inaugurated in response to the report *A Challenge to Competency* which recommended the in-

roduction of a Queen's Award for training.

The panel to judge the award included all those who have played a part in the award scheme.

The 15 colleges in Hampshire are playing their part in the award scheme by training needs identified by the training community through the PICKUP initiative.

Both colleges and employers are eligible for awards and it is hoped to make about 12 awards.

J STURGESS
Principal education officer
for further and higher education
Hampshire County Council
The Castle
Winchester

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Cambridge Institute of Education

The new style, longer-term governing bodies bequeathed by a large contingent of parent governors, will have a greater power to do good. However, without the necessary experience and training and without some trust in the professionals to know their business, they will have equal increased power to do harm. What seems likely is that even more heads will roll.

FEATURES

What are little girls made of?

The gender trap starts in the primary school says
Chris Skelton

Various projects have set out to encourage girls in secondary schools to look beyond the traditional subject options. They are important, but to a large extent they are locking the stable door after the horse has bolted. By that stage pupils already have well-defined ideas about what boys and girls are supposed to be interested in.

Subject choice – if choice it really is – begins back in the primary classroom where children are exposed to a variety of roles that make them think they have to act in certain ways because they are boys or girls.

Quite frequently, primary schools reinforce the gender stereotyping lessons learnt at home or from the media instead of offering alternative views of life for males and females.

Primary school policies – the ways they organize their classes, talk to their pupils and encourage them in various activities – all play a part in perpetuating the gender trap.

Young children often find their teacher is a woman. But the powerful positions in most primary schools are usually occupied by men. Most primary heads and deputies are male. Even the female cleaners are normally supervised by a male caretaker.

The notion that it is the males who exercise power follows the children into the playground which is usually dominated by boys kicking balls or running about. Some primary schools even condone such sex divisions by separate play-grounds, one for boys and the other for girls and infants.

Primary schools need to reflect on the rules and organization they adopt and question whether such situations as women running sewing clubs while the men supervise the computer club are doing anything to enforce traditional notions of male and female roles.

Classroom organization is a minefield of sexist practices. Reading schemes offer girls a restricted view of their future by stressing the roles of mum, granny, witch and princess. Science and maths textbooks often emphasize boys "doing" and girls "watching". Posters frequently depict male doctors, policemen and firemen and female nurses,



Attitudes to boys' and girls' subjects are formed at an early age

shop assistants and, of course, mum in the home.

Teacher expectations and attitudes have been the subject of several research studies. It is common for teachers to ask girls to clean the tables after art and craft lessons or to go on "messages" and boys to move heavy equipment.

Competition between the sexes is promoted when teachers devise quizzes and the teams are boys against girls or, when such comments are made as "Who can sing the loudest; the boys or the girls?"

Even the curriculum of primary schools, where demarcation is much less rigid than in secondary schools, has been pointed to as a source of sex discrimination. Boys play football while girls play netball and topic work can be separated by gender. One school I visited had a class carrying out a project on homes; the boys were designing an electrical circuit using apparatus while the girls were painting designs for curtain material.

So, what are primary schools doing to tackle the problem of sex stereotyping? The findings of Professor Maurice Galton and his colleagues at Leicester University suggest that primary teachers do not regard sex stereotyping as particularly important. Of the primary teachers they interviewed, 40 per cent had experienced incidents of sex stereotyping among their pupils but, at the same time, these teachers only accorded a medium level rating of seriousness to such occasions. Top of the list were incidents involving lawlessness, violence in society and

racial stereotyping. Such evidence supports the oft-quoted comment of primary teachers that "I treat them all the same"; the implication being that sex stereotyping isn't a problem in the primary classroom because teachers believe that they are already providing equal opportunities. But too often the superficial aspects are dealt with leaving the fundamental problems untouched.

While teachers who stop segregating girls and boys in lines or calling out the register according to sex must be applauded, these measures do not mean that teachers can sit back in the knowledge that "I have equality in my classroom". Sex discriminatory practices in the primary school are generally of a more invisible nature and can pass unnoticed.

Knowing this has prompted some primary schools to find ways of identifying and combating sexist practices, though so far these schools represent little more than isolated pockets of action.

In one school, the work was begun by an individual teacher who had a particular interest in sexism in reading schemes. A checklist was devised based on the (Equal Opportunities Commission) sourcebook, *Ending Sex-Stereotyping in Schools* and used to examine the reading scheme adopted by the school; in this case, *Breakthrough to Literacy*. The findings were similar to those of our first

studies on children's reading schemes which showed that boys are depicted having adventures while girls are portrayed in roles such as going shopping or "looking after" a working mother, yet the majority of the children in this school had mothers who worked outside the home. On the basis of these findings the teacher made a tape-slide sequence demonstrate the information and this was used in the school to discuss with her colleagues. From this, guidelines were drawn up for teachers in the school to avoid sex-stereotyping reading materials and in classroom activities.

In a similar vein, check lists were made and teachers in two nursery classes to examine the behaviour of the children. They found that boys than girls used the home corner and boys than girls used constructional toys which would have, in the future, represented the girls' attitudes towards science and technology. The teachers then made use of the (Girls Into Science and Technology) Open-tional Schedule to observe each other in the school if there was anything in their own behaviour which was perpetuating gender stereotyping. As they discovered, even the language we uses has implications for sex stereotyping. How does a teacher comment on how poorly a boy does or make a request for "two boys" to carry this box?

The use of checklists of some kind has been taken up and developed by various groups of particularly useful pack entitled *Is Your School Changing?* is available from the ILEA and Statistics Branch, Addington Street, London SE1 7UY. This pack covers a wide range of examining resources in the school children's attitudes, school organization and extra-curricular activities.

Promoting an atmosphere of anti-sexism requires a whole-school effort rather than the work of one or two individual teachers. One school in London has attempted to bring this about by looking at all aspects of school life.

In the belief that parents are an integral part of developing new gender attitudes in children, school encourages parents to come in to witness and participate in the work of the school. A variety of non-sexist measures have been adopted. These cover the images on the room wall, the use of toys in a less gendered way and leaflets that do not assume all children live in white, nuclear families. Although in the early days, there are promising signs that the numbers of boys joining the knitting group and the thriving girls' football.

Primary teachers need to be encouraged to reflect upon their own practice in the classroom and local authorities could assist by developing practical guidelines. A school cannot change its attitude to sex stereotyping if it is not aware of the first place of the discriminatory practice is unwittingly perpetuating. But until they are seen pointless to debate the reasons why we continue to opt for traditional careers and to mend the problems of sex-role stereotyping in secondary years of education.

Chris Skelton is lecturer in the early years education at Sunderland Polytechnic.

Visiting hours

Schools should think twice before rushing to reinstate parents evenings, Jim Smith argues

parents were very quick to point to one of the defects of the system: "A five-minute time-limit would obviate the problem of being stuck behind someone who likes to hear the sound of his own voice."

I remember as a young deputy being put in charge of the school handbell on such occasions. My duty was to ring that bell at five-minute intervals as a signal for all conversations to cease and all parents to move forward one place in the queue. That system was not popular either.

I understand that in some schools the bell has now been replaced by a computer. But for parents who have experienced computerized appointments, one frustration appears to have been replaced by another. Two appointments in the first half-hour followed by a two-hour wait before any further engagements is unlikely to prove any more popular.

The second major concern of the parents I spoke to was the lack of privacy. Time and again they stressed how inhibiting they found this.

The interviews are not private at all. The teachers say what they feel about the child, but

the parents are inhibited from questioning it or arguing against it. It could well be that that is why they are organized like that.

Certainly, the environment is not conducive to good communication. It is important to be clear about the aims of such an evening, if they are to be effective. John Bestall identified 10 different possible purposes:

- ☐ to discuss progress;
- ☐ to enable the parent to see the child's work;
- ☐ to discuss problems;
- ☐ to give suggestions of ways parents can help their child;
- ☐ to involve parent and child together;
- ☐ to find out the parent's views;
- ☐ to get to know the individual parent;
- ☐ to get necessary information about the child;
- ☐ to enable the parent to get to know the teacher;
- ☐ to establish a personal relationship.

Could it be that the reason why many parents avoid such evenings like the plague lies in our and failure to come anywhere near meeting many of these purposes? What is it about parents' evenings that turns a perfectly reasonable and

approachable teacher into an unapproachable authoritarian who claims the sole right of judgement over my child? One desperate parent asked: "Parents do stay away in droves and I am as no great surprise to the teacher as a relationship with the likelihood of their attending such evenings. Within my own search, it was clear that parents of underachievers were the most likely to attend and conversely, the most likely to be the least likely."

It bears out the familiar complaint of teachers that they "never see the parents we really need to see". But my findings suggest that parents' absence cannot simply be dismissed as lack of interest on the parents' part.

Some parents just do not feel comfortable with teachers for many reasons. One parent expressed "Perhaps parents themselves didn't have good experiences at school or don't feel able to discuss a problem with a teacher who's been so informed. Parents feel uncomfortable about the school."

So before schools rush into reinstituting traditional parents' evenings, perhaps they should be taking a close look at exactly how they are organized and what they achieve. They may like to abandon them altogether in favour of school clinics where parents know where to go every week when they can come in and informally and privately with staff about their child – that is worrying them without waiting for the occasion – or the queue to submit a

Jim Smith is head of The Northallerton School which is in 111 Northallerton.

Senior service

Adult education reaches out to the aged and housebound

Pensioners are familiar with the idea of "meals on wheels" but a group of about 40 who are retired and housebound are now seeing the same principle applied to adult education – a sort of "lessons on wheels".

Aged between 59 and 96, they're taking advantage of a pioneering home tutor scheme based on the Addison Institute in West London. The idea grew out of an "action in retirement" scheme, jointly funded by the Department of the Environment and the Inner London Education Authority and co-ordinated by Carole Newman.

Students are referred to her by relatives, social services, voluntary agencies and groups like Fulham's good neighbour scheme. Her first task is to visit potential students, get to know them and explain the scheme: "We talk about the past, their experiences of work and their present hobbies. I explain the scheme and we try to work out what they might want to do."

This can be a lengthy process. Some are not interested or really just want someone to push their wheelchair.

With unhappy memories of schooling that ended in their early teens perhaps 70 or 80 years ago, they often doubt that "education" has any relevance for them.

"They need convincing that education isn't just maths or French and taking exams. They're unlikely to have made any use of the facilities offered by Adult Education Institutes. Sometimes you'll find a real interest, but they don't really believe it's possible they're capable of learning."

Connie Di Gesso is 70 and after some time asked if she might learn Italian. She explains: "My husband was Italian and it was a way of keeping a link with him. I feel he'd have liked it. I'd been to Italy and always liked the language. It's what I'd call a musical language. I don't expect I'll ever have a practical use for it, but I enjoy it and think the tutor is very good. At my age you need to stop your brain going rusty and this is a good way of doing that."

At the same time she is learning braille (she is partially sighted), and seems to be going about both with cheerful enthusiasm, often signing off with some Italian phrase when she leaves messages on Carole Newman's answerphone.

Another student of Italian, a woman of 85, amazed her tutor by starting from scratch to writing letters in the language in six months – a feat beyond most students of any age. She wrote to Carole Newman: "The lessons have been a great pleasure to me in every way and I always eagerly look forward to my next lesson. I am constantly amazed that such a good thing should happen to me."

The options available are "anything that can be done in the home". Subjects taken at the moment include glass engraving, embroidery, current affairs, advanced literacy, Arabic, painting and drawing, playing guitar, armchair keep-fit and the study of antiques.

Tutors visit weekly for an hour-long lesson: "It is a very demanding form of teaching," Carole Newman says. "You have to gear lessons to the physical disabilities that make them housebound, including sight or hearing difficulties."

"Like all adult education you must negotiate with the person you are teaching – for instance anyone out of formal education for years finds concentrating for long periods exhausting. You need to take things slowly and make sure previous lessons are reinforced."

Part of the reinforcement is done by volunteers who take part in the lessons and return later in the week to help go through the work again – providing an additional social contact. The aim in many of the subjects is that the volunteer should eventually be able to take over the teaching as well, releasing professional tutors for other students. Finding the right volunteer isn't always easy. Carole Newman is searching at the moment for a volunteer to play chess against a student who has just moved from the area into a civil service retirement home in Hammersmith.

She makes the point that old people are no different to other students in that they include a proportion of the difficult, the disgruntled and

persistently moaners. But the rewards felt by her and the tutors when students benefit are clearly considerable.

One of the earliest students was an ex-miner of 96 who learnt pastry cookery: "He was in a poor condition when he started the course. Later he seemed altogether different – he looked sunnier and physically and mentally in much better shape. It was impossible to prove, but I can only assume it was the course that produced the change," she says.

He has since died, but as she says: "There is nothing more destructive than the attitude which says 'What do you need to do that for, you're 83'. The aim is to provide the highest possible quality of life right up to the end. These people have worked all their life and paid taxes that pay for

adult educational facilities, so have every right to benefit from them. This work fits in with ILEA's declared policies of helping the disadvantaged and providing access to education for all."

The three years of DoE funding will finish in the middle of next year, leaving the scheme's fate in ILEA's hands. Carole Newman would like to see similar initiatives elsewhere – one of the frustrations of the last 18 months has been the prohibition on taking students from outside the Hammersmith and Fulham area.

Huw Richards

Further details: Carole Newman, Addison Institute, Addison Gardens, London W14. Tel 01-602 7822 or 603 6102.



Up to scratch: glass engraving is one of several armchair courses

pleasure from any other job, from betraying my people. We could afford private education, but why pay to achieve social ignorance, artificial manners and the company of snobs? Some left-wingers support site education because they dislike privilege. Yet they believe in Eton and yearn for greater access to the civilized exchanges of study and tea room. This is a terrible misunderstanding.

State schools (as Aneurin Bevan pointed out) have a different task to perform. "For ordinary children" to be on terms of equality with the product of the public schools they "must be trained differently... what we want for them is more arrogance, freedom from the trammels of tradition". Steadground and Eltham may lack grey stones, steined glass and spires. But they are woven into the texture of ordinary England as no historic, gentlemanly foundation can be. The comprehensive experience, however damaged by newspapers that mistake tradition for merit, is beyond price. Who would not be happy to share the language and culture of England with the common people who made them?

Fortunately, teachers work for their pupils, not local authorities or Secretaries of State. Each year a new generation of eager children, untarnished by age or memory, reminds us of the first joy of learning and lights our faces with their keen eyes. I have been touring the local primaries showing the top juniors a black-hulled yacht with orange sails I've bought Christopher for Christmas.

"This is just like a yacht I had," I tell them. "I picture myself as a small boy like you, kneeling in prayer, I stand in the helm, from as a bird, with the spray in my eyes, the wind catching the sails and carrying me safe through the waves."

The children watch intently as I lift the boat in my arms, adjusting jib and balyard. Their smiles travel with me on this voyage in the Land of Counterpane. The stories form in their heads and I'm paid or what the contract says. We're all in the same boat.

Bernard Barker is head of Steadground School, Peterborough.

In the same boat

Bernard Barker scans the horizon as a second comprehensive generation is sighted

attempted to saw the heroine in half. Rex Tregunna (head) and Hugh Croydon (director) were in their prime, beaming like indulgent parents at a bar mitzvah over a Dickensian scene of acting, feasting, singing and dancing. They had discovered an educational equivalent of Laura Ashley, quality and style at an affordable price.

The musicians, butlers and dancers that evening were at last carefree school-leavers, guaranteed jobs in hygienic, attractive industries from ICI plastics to Smith, Klein and French. Rex and Hugh retired early to their allotments; the other teachers stayed while their new Houghton salaries back 30 per cent. Buildings and equipment were left to rot: school dinners went, cleaning followed. Endless public criticism chewed away at pride and confidence. Everyone who lived through those days is tainted now by resentment.

By 1986, teachers' emotions are probably beyond the reach of any "offer" but the agonized, howling proceedings at various Midlands schools have engendered a bizarre, suspended despair.

The ACAS "package" would be a classic case of a horse designed by a committee if anything so simple as a committee had gathered at Coventry and Nottingham. Promotion opportunities are halved; a long main grade ladder suggests a stagnant future. When the euphoria of extra cash wears off, teachers will realize the injustice of everyone earning the same. Even major responsibilities (head of year/departments) are worth only 5 per cent or 13 per cent extra. The horse has moved and straggled at the head of the parade, leaving the pack of the herd to follow.

One evening in December 1976 (at Sir Frederic Osborn School, Welwyn Garden City) symbols of a world from which I feel an exile. Four hundred parents, staff and pupils crowded the Aldmore Hall, decorated as 221b Baker Street. Dr Watson hosted a five-course Victorian banquet, served between the acts of an adapted Conan Doyle musical. Guests sampled salmon mousses and brandies de boeuf while Holmes grappled with the fiendish Dr Democles, who

temporarily and soon eroded prosperity. The conditions of service agreed at Nottingham would have provoked mass protest a year ago. The "professional" contract increases the school week and year, requires attendance at parents' week and INSET meetings, fixes class size at a level above the present average, obliges teachers to cover for absent colleagues and rules out all industrial action short of a strike. Contractual duties are listed in profusion, illustrating the overwhelming, nerve-shattering character of the job. For this the new "professionals" will receive a pay rise in line with current and projected inflation for white collar salaries. The unions' willingness to negotiate such arrangements is a measure of teachers' demoralization. Doug McAvoy of the NUT calculates that the rank and file have had enough. Teachers have weakened the case against an imposed contract by negotiating something almost as nasty for themselves.

This may not be the climate in which staff will busy themselves preparing Victorian evenings, but Christopher and I will be in our respective places in the school hall in September 1987 just the same.

Part of this will be sentiment. My father made me one of the 2,000 new students at Eltham Green comprehensive in south London in 1957. Large plate glass buildings and scrambling stairwells reeking of disinfectant are as evocative for us as blazers and ties are for our executive neighbours. We should not be at ease among the hampers, velvet hats and Volvos.

But there is calculation too. I should get no

pleasure from any other job, from betraying my people. We could afford private education, but why pay to achieve social ignorance, artificial manners and the company of snobs? Some left-wingers support site education because they dislike privilege. Yet they believe in Eton and yearn for greater access to the civilized exchanges of study and tea room. This is a terrible misunderstanding.

State schools (as Aneurin Bevan pointed out) have a different task to perform. "For ordinary children" to be on terms of equality with the product of the public schools they "must be trained differently... what we want for them is more arrogance, freedom from the trammels of tradition". Steadground and Eltham may lack grey stones, steined glass and spires. But they are woven into the texture of ordinary England as no historic, gentlemanly foundation can be. The comprehensive experience, however damaged by newspapers that mistake tradition for merit, is beyond price. Who would not be happy to share the language and culture of England with the common people who made them?

Fortunately, teachers work for their pupils, not local authorities or Secretaries of State. Each year a new generation of eager children, untarnished by age or memory, reminds us of the first joy of learning and lights our faces with their keen eyes. I have been touring the local primaries showing the top juniors a black-hulled yacht with orange sails I've bought Christopher for Christmas.

"This is just like a yacht I had," I tell them. "I picture myself as a small boy like you, kneeling in prayer, I stand in the helm, from as a bird, with the spray in my eyes, the wind catching the sails and carrying me safe through the waves."

The children watch intently as I lift the boat in my arms, adjusting jib and balyard. Their smiles travel with me on this voyage in the Land of Counterpane. The stories form in their heads and I'm paid or what the contract says. We're all in the same boat.

Bernard Barker is head of Steadground School, Peterborough.

For the unilateralists

Roger Freeb

A characteristic product of the writer's sensibility, it was thoroughly researched and, as well as providing background to his better-known works, it gives a credible picture of island community in which it is

BOOKS

The Yates-educated child

Sex with Paula Yates. By Paula Yates. Sphere Book £2.95. 0 7221 9382 0.

Teenagers who buy this book to learn the sex secrets of the stars will waste their money. The most intimate secret Paula Yates reveals is the number of roses Bob Geldof sent her when she told him Fifi Trisbell was on the way. Admirers may also feel cheated that there is no picture of her. If you're a Paula Yates fan it must be more for her looks than her books.

On the other hand, parents whose children buy the book may feel relieved when they sneak a peep. It's had some lurid publicity, largely unmerited, for despite the purple cover with the word "sex" in six-inch leopardskin letters, this is not a sex manual for grown-ups but a beginner's guide to living a grown-up sex life.

It offers the type of advice an older sister might give to a pubescent sibling: boys are more attractive if they wash, for example, and flashers should be reported to the police. And, like any older sister, Yates occasionally contradicts herself when talking about diets. Some advice will be quite acceptable to parents: mothers have an annoying habit of being kind and so are worth listening to. She also makes clear how important motherhood is to her and to many women.

Some information is less sound. The

sudden discovery of AIDS has caused "the recent surge of mass hysteria" she says, and nowhere does she suggest that extreme youth might be a good reason not to take the pill. There are also some curiously opaque points. Most mysterious is the answer to what is already a puzzling question: "I ate a dodgy Chinese last night and was ill. My friend says I could get pregnant. Is she right?" This is bewildering since it makes no reference to the pill, the only contraceptive method I know of which might be affected by diarrhoea.

Much of the book, however, is written with competence, but sadly none of the wit the publishers herald. Nor is the style individual: it is typical of magazines like *Cosmopolitan*. While it works well enough for an article, translated to book length, those pounding paragraphs and breathless anecdotes soon grow dull. Perhaps young readers won't notice that, but they may be perturbed by the lurches from chatty vernacular to precise clinical terms in the health sections. It's all very well to write about labia if you include a detailed map of the body. Yates does not.

To add to the confusion, some of the suggestions are quite dotty. Picture the Yates-educated girl as she checks "prospective partners for sores" such as herpes. She advises a discreet examination of the male anatomy "as you begin foreplay, while the light is

still on" and explains how to squeeze "to test for a discharge that may be greenish-yellow". (Use AIDS many men wouldn't wear a condom in case it spoiled the fun. How, I wonder, will they react to such scrutiny as this?)

The scant advice about AIDS is worthless. She says people who are infectious do not all have the symptoms of the disease, adding that this is why "people should be careful about their choice of partners". What does she mean here by "careful"? And Yates uses the plural "partners" throughout, as if promiscuity were the norm.

She does take a strong stand against too much alcohol, sex without contraception and the value of married men as boyfriends. Her reasons, though, have nothing to do with morals and all to do with self-preservation. So, for example, girls are urged to avoid married lovers because such men can never stay the whole night to enjoy the "rosy afterglow". There's no hint that there might be anything questionable about putting wives at risk from VD or about families being deceived.

The book is a wasted opportunity. Carefully edited, the sisterly tone and the author's popularity could have made this a useful, if controversial, addition to the sex education library.

Jennifer McKay



A 19th-century photograph of the Mercato Vecchio, the oldest and most populated area of Florence, demolished in 1888 to create the Piazza della Repubblica. From *Florence Explored*, an attractive and authoritative guide by Rupert Scott. The Bodley Head £12.50.

Changing places

Inside the Secondary Classroom. By Sara Delamont and Maurice Galton. Routledge and Kegan Paul £14.95. 0 7102 0933 9.

"You get her 'ead flushed down the loo on your birthday in that school" is one of the most dramatic and, luckily, unsubstantiated fears expressed by a primary pupil about to transfer to secondary school. Delamont and Galton's study describes pupils' anxieties pre-transfer. It evaluates methods employed by six secondary schools to dispel these fears before enrolment and goes on to present detailed observations on the encounters of pupils once they have arrived.

This is the fifth book in the ORACLE series and the first comparative ethnographic study of school life in Britain. One main aim is to make the familiar strange. Observations of life in the first few months of transfer are not directly focused on the curriculum, but instead Delamont and Galton pick less well explored, more subconscious areas. Basically these are physical and social danger; time and movement; formal and informal groupings. This has interesting results. Take danger for example: according to Delamont and Galton physical danger like bullying is relatively minor. Surprisingly, it seems the biggest danger most pupils face is being forced to sit next to a child of the opposite sex and share a textbook. (Is it also relevant that one of the children in the quoted example is Asian?) This is a bleak statement. Nebulous though

this fear seems it may have implications for co-education and for the playground. The authors are careful to balance evidence with things positive. A shared joke about a spelling mistake used as a marker for a new becoming established.

Establishing control is closely related to rules and regulation over time and movement. The chapter is illuminating. Examples of time in the ordering of the school day are developed to give an indication of how pupils are taught to use time which prepares (or does prepare) them for working life. The attention to behavioural details and issues which have wider social or curricular implications. This is collected from previously unexplored parts of the curriculum such as practical subjects and physical education shows that actual transfer problems are short lived. General school problems soon take over.

The authors apologise if the book has found the portraits of the teachers pupils and lessons depressing or "too live". Perhaps it is a hopeful sign that some of these portraits now seem a little dated. Teachers' views on stereotyped views about a school place in the home is something we L.E.A.s are now seeking to remedy. There is plenty of other food for thought.

Effective measures

Staff Development in the Secondary School: Management Perspectives. Edited by Chris Day and Roger Moore. Croom Helm £9.95. 0 7099 4539 6.

Staff development does not mean what it used to. That is the main impression that comes out of this collection of 13 essays. It isn't nostalgia, rather realism about the difficulty of getting promotion in the teaching profession these days. So, staff development is about "making the individual member of staff more effective now". More than training alone it is interlocked with that contentious issue: appraisal.

When John Berridge, in his essay "Counselling and Performance Appraisal: An LEA Perspective" confronts it, he is careful to point out the pitfalls of bonding appraisal with remuneration. If they are stuck together "the act of appraisal will be seen as a punitive instrument of accountability". In addition Joan Dean hints, albeit a little more delicately, that this association may not be particularly helpful. "Unintended appraisal," she says, "is a necessity in the fast changing world of secondary education. This is because it is seen as an integral part of the curriculum and is closely paralleled with pupil profiling. Future schools, write Brian Kerwood

and Simon Cleave in 'The School-based Staff Development' will be "thinking school" - and more. Other chapters contribute positive ideas about how to conduct appraisal.

Of course, this is a lot in a book of material on how to manage. It is generally, aimed right across the management structure from a school's heads of departments, to a headmaster in schools, to a chief executive in a large educational authority. Informative, though, the chosen examples are, the reader will be left feeling unsure where they are.

A lecture on the benefits of using a dictating machine may be a little too far into the realm of practical information for many teachers. The essays provide a range of practice and theory. In addition, Robert Moore provides a range of well as migration habits, habitats, breeding and food. The introduction contains much, fascinating information about birds, for example, are pick out...

Question time

Questions and Solutions for Chemistry. By John Sadler and Mike Taylor. Edward Arnold. Questions £2.25. 0 7131 8410 8. Solutions £2.50. 0 7131 8411 6.

Questions and Answers O Level Chemistry. By J. Sheen. Checkmate/Arnold £2.95. 0 946973 27 8.

Have low capitation allowances led publishers to think that the main purchasers of school texts are now students rather than teachers? This could explain the growth in revision aids and questions books. These writers have found one of the few remaining gaps in the market.

Their books consist of structured and essay questions, with fully worked answers. It is clear from the questions, the depth of treatment and the language level, that the books are intended for all, but the top end of the ability range. Most of the questions are based on past O level papers; it remains to be seen how useful they are to students preparing for GCSE.

Questions, by Sadler and Taylor, contains over 100 structured and free response questions, grouped into 18 topics which cover all the main syllabus areas, including economic and environmental chemistry.

Answers to all the questions are given in the *Solutions* book, in the form of precise, detailed, examination-type mark schemes. These could help teachers in two ways: first, in giving insight into how mark schemes, particularly for essay questions, which are constructed and weighted, and second, in convincing relaxed students that examiners are more pedants than mind-readers. These two books will, then, help students in revision, particularly with examination technique, but there is no further explanation of the answers for those who find the chemistry difficult.

Questions and Answers O Level Chemistry does expand the chemistry a little more. The 30 questions, mainly essay type, at the beginning of the book are followed by quite long, detailed answers, with clear explanations of the reasoning and underlying theories. There are no mark schemes, nor any indication of which points would earn marks, and some students may have difficulty distinguishing the relevant parts of the answers. The questions appear in random order, and cover a range of topics, though not exhaustively. This book would be a useful revision aid, suitable for students working alone.

Lynne Marjoram

Fundamentals

Reading About Biology. By N Green S Kellington and W Stout. Heinemann Educational £3.25. 435 5522 8.

This is one of a series of three books designed to broaden and enrich science courses for 13 to 16-year-old pupils, by means of supplementary classroom activities and homework. Thirty double-page units provide wide subject coverage, with considerable emphasis on its applications. There is a discernible pattern in the arrangement of academic material, but no clear progression.

The authors' aim is to reinforce fundamental biological concepts, as well as to demonstrate the relevance of school work to everyday life. Thus, Unit 1 deals with photosynthesis by describing, in words and diagrams, leaf structure, the light and dark chemical reactions, effects the light intensity and an experiment on its spectral composition. Since this is a work which aims to extend its readers one wonders why there isn't some discussion here about photosynthesis as a basic process

which is essential in all higher forms of life. The second and third units cover water uptake and movement by plants and others deal with the beneficial and harmful aspects of fungi and bacteria. DNA, heredity and hybrid vigour, also ecological topics like acid rain and life in the sea and jungle. In addition, this text includes medically inclined items on organ transplantation, colitis, mitral stenosis, infant survival, hormonal control and heat regulation, with others on food and diet.

Each unit contains good illustrations, including photographs and coloured diagrams and there are questions, involving comprehension and investigation, which may be answered in writing or by discussion. While its size dictates limited subject coverage, this is an interesting and educationally valuable book, with an attractive format at a reasonable price. If financial resource allow, it could be purchased in quantities sufficient for class use, but where this is not possible it will be a useful source of material for the teacher.

Peter Baron

Energy gap

Energy and Cells. By C G Gayford. Macmillan £6.95. 333 39621 9.

This book is an informative account of energy transfer in biological systems aimed at A level and first year university students. It discusses the problem of the term "energy" and has chapters on ATP, redox reactions, enzymes, biological membranes, respiration, photosynthesis, biosynthesis, nerve impulse conduction and muscle contraction. The book's style is more suited to undergraduates than most A level students. It might serve as a useful reference book to school students and less experienced teachers.

The book is one of the series

Dimensions Of Science. The series editor, J J Thompson, claims that "each text makes explicit some aspect of the fundamental processes of science, or always science, and scientists. Unfortunately this volume does not fulfil that claim. It is lacking in detailed discussion of the methodology or techniques employed by original researchers, which would have made the book more stimulating reading. The text generates no enthusiasm in the reader's mind despite the potential of these topics. The writing style is clear and there are useful summaries at the end of each chapter, but the diagrams are very poor and there are no photographs.

Anne Cullen

Fine feather

Collins Guide to Birds of Prey of Britain and Europe. By Benny Gensel. Collins £14.95. 000219176 8. This is a highly comprehensive handbook covering the 46 birds of prey breeding in Britain, Europe, North Africa and the Middle East. It gives details of distribution (with clear maps) and population estimates, as well as migration habits, habitats, breeding and food. The introduction contains much, fascinating information about birds, for example, are pick out...

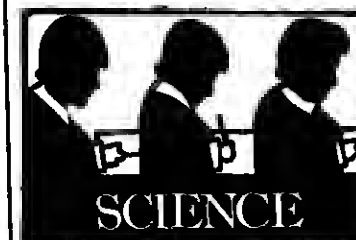
as continuous hunters, the curved, pointed beak is ideal tool for tearing flesh off their prey. As may be expected, vision is remarkably good and the sense of smell, once regarded as poor, is now thought to be more important.

There are many excellent photographs and drawings of the various species when flying, as well as notes of general impressions, proportion and plumage which should facilitate species identification.

R C Vernon

BOOKS IN CLASS

Mechanical movements



The Mechanical Universe: Introduction to Mechanics and Heat. By R P Olenick, T M Apostol and D L Goodstein. Cambridge University Press £17.50. 0 521 30429 6.

The Mechanical Universe: Mechanics and Heat, Advanced Edition. By S C Frautlich, R P Olenick, T M Apostol and D L Goodstein. Cambridge University Press £17.50. 0 521 30432 6.

There is a powerful family resemblance pervading these sumptuous volumes. Frequently paragraphs or diagrams, even whole pages, are duplicated in the two versions. Chapter headings, too, show that very similar ground is being covered. But it is immediately clear that the works are designed for two different sets of readers, or rather two different conglomerates of recipients who may in fact have been studying in a variety of ways. Inevitably, the American origin of the series means that the contents do not match precisely the syllabuses of

British examinations. This, however, in no way inhibits the value of the books for use in schools or colleges. To ride a frequently addled hobbyhorse, why should a textbook be written specifically for an examination course? Is it not preferable educationally to teach and learn a subject, with an exam paper an incidental rather than the be-all and end-all? Certainly the two books would be first-rate source material, the introductory work for A level classes and the more advanced for higher scholarship candidates or undergraduates on degree or higher national courses.

A further note on their origin may be appropriate. A strong tradition of fine physics teaching at Caltech (the California Institute of Technology) led to the concept of using television as a major medium for extending that teaching. A series of programmes (52 in all, each lasting half-an-hour), textbooks, teachers' manuals, edited video tapes and so on, are all encompassed by the project.

The commonsense, humane, philosophy that is at the heart of the centre can be exemplified by a quotation from the preface addressed to "instructors and administrators". There will be a variety of ways in which educational establishments can organize the course. "The television programs can be viewed at home via broadcast or cable, presented in class, selected for viewing at the student's convenience at campus facilities, or even dispensed with altogether. However, we hope

that no institution will imagine that the course can be presented without the services of live, flesh-and-blood college physics teachers."

The message is enforced in the advice proffered to students, who are told that their subject "cannot be learned by simply watching television... Mastering physics requires the active mental and physical effort of asking and answering questions, and especially of solving problems. Thus there are examples and questions prominently included as an essential part of every chapter. Correspondingly essential is laboratory work and while experiments are not specifically detailed it is assumed that this component of the course is adequately organized by the teachers or lecturers."

The volume designed as an introduction is relatively unambitious in mathematical terms but some differential and integral calculus is developed in passing while another section deals with vectors. Overall, however, it is the physical ideas which prevail and the exposition of these and their interrelationships is of the highest clarity.

In the advanced edition the whole treatment is more sophisticated, although the topics included (and the coverage of mechanics and heat is notably comprehensive) are similar. It follows that any grade of student beyond the rough equivalent of O level is provided with a thorough, lively text.

F W Kellaway

Equations

Calculations for Examination Physics. By C Miller. Stanley Thornes £4.30. 0 85950 212 0. Mathematics for Engineers and Scientists. By K Wellner, J Grosjean, P Schuster and W J Weber. Stanley Thornes £9.25. 0 85950 120 5.

Whatever the controversies about the content of school mathematics, there is general agreement that the subject has a high utilitarian value. It is the use of mathematics as a tool, its applicability to other disciplines and in everyday life that polishes one facet of its appeal.

No surprise, therefore, is provoked by the advent of a number of books which concentrate on the mathematics required by students of allied subjects. Two excellent examples of the genre illustrate differing, but equally successful, approaches.

Mr Miller aims "to help physics students to understand the use of physics equations and how to go about solving problems". His chapters are designed to be complementary to standard physics textbooks carrying the usual theoretical and practical work. Thus, although a handy and efficient summary of the theory is provided for each section, it is (here primarily as a peg on which to hang a numerical illustration and a fully worked example of a typical problem with a physical basis).

There follows a huge collection of questions of increasing complexity. Straightforward at first, often requiring little more than simple arithmetic, these lead on to past questions from many of the 16-plus examination boards.

Answers are provided, as are a few pages on "revision and examination techniques". An introductory section on basic mathematics (changing the subject of a formula, interpretation of graphs, the trigonometric ratios, and so on) is also useful as an *aide-memoire* and for reference.

More advanced students, at or beyond A level, concerned with technology, will find in the second book of the mathematics they need to support an engineering or scientific course. Originally published in German, it is well translated and adapted. The standard topics of calculus and associated work on, for instance, transforms and determinants. Further analysis and probability, are well presented with an emphasis appropriate to the intended readership.

Martin Hollins

F W Kellaway

Points of view

The Television Audience: Patterns of Viewing. An Update. By G J Goodhardt, A S C Ehrenberg and M A Collins. Gower £22.50. 0 566 05083 8. Family Television: Cultural Power and Domestic Leisure. By David Morley. Comedia £5.95. 0906 890 73 X.

Research into television viewing habits usually consists of the statistical ratings which David Morley dismisses as simply "measurement": quoting Mallory Wober, he claims that the results of such surveys "offer bases for research, but are not research in and of themselves", and he implies that consequently they are of little interest for anyone who wants to understand people's reactions to television, and the grounds for these reactions.

The work of Goodhardt, Ehrenberg and Collins, first published in 1975 and now updated, falls into this category of statistical measurement, but its shortcomings are not those Morley alleges. If it fails to produce exciting results, it is because the questions one would like to answer (eg about the effects of television viewing on behaviour), are largely unanswerable; and because many of the answers it does provide are so obvious that the average television viewer could arrive at them without switching off the set.

Viewers who express a liking for one type of programme are inclined to watch other programmes of the same type, for example, so that fans of *World of Sport* show an above-average tendency to switch on *Match of the Day*. There is more, and the authors of *The Television Audience* supply it, with many charts and diagrams, helpfully observing that the results have changed little since 1975.

The obvious might blind you to their less predictable results: viewers show little channel loyalty and, more surprisingly, few people watch an entire series of programmes, so that on average only slightly more than half the audience for one episode will see the following one. A wider choice of channels, as the American experience shows, does not mean a greater choice of programmes and viewers who tend to watch rather small amounts of television overall are not, as they might like to pretend, more "discriminating": when they do plug in, it is usually for the high-rated, "popular" programmes. Indeed, it is these television addicts who ensure that junk sores well in the ratings.

This kind of research is designed principally for professionals: advertis-



Martin Mayer

ers and the television companies. It must make sobering reading. It broadly confirms that commercials have a defensive role: advertisers do not sell established products through television, but might lose their existing share of the market if they ceased to promote them. Producers cannot guarantee that more than half an audience will know what happened in last week's episode of a serial and many viewers do not watch programmes they like, or watch programmes they do not really like, for reasons as diverse and erratic as any other aspect of human behaviour.

"The rational consumer in a free and perfect market," Stuart Hall observes in his preface to Morley's book, "is a myth." The audience researcher, illustrated in Jane Root's Channel 4 series *Open the Box* showed that viewers can figure in the audience ratings without actually being in the same room as the programme. They are supposed to be watching, Morley reaches similar conclusions from his study of 18 South London families and makes some sweeping claims: "takes account of the ways in which individual choices and viewer reactions are situated in and affected by particular social and cultural contexts." It is to deepen our understanding of what patterns of viewing relate to which social groups

Robin Buss

John Jam

Michael Burr
The Schools Prom Wales is sponsored by the Association of Music Industries, Commercial Union Assurance, McAlister and Spencer, and The Times Educational Supplement.

ARTS

Mixed blessings

Heavenly Pursuits (15)
Cannon, Pantin Street
Boy Soldier/Mr. Ryan (18)
Metro, Rupert Street

Heavenly Pursuits is a gentle comedy about miracles, commonplace ones like discovering the potential of a "backward" child or defeating Murphy's Law on traffic lights, and more newsworthy miraculous escapes and cures. Set in a Glasgow Catholic school, it concerns the efforts of the chaplain to further canonization of the school's patron, the Blessed Edith Temple, and of Vic Matthews, a non-believing member of staff, to advance his seduction of the music teacher (Helen Mirren). When the Blessed Edith picks on Conti as the vehicle for miraculous intervention in the affairs of her school, the two contradictory pursuits come to depend on each other and one type of miracle is easily taken for the other.

Vic (Tom Conti) may be a sceptic in religious matters, but he has the making of a secular saint. The dedication that the school chaplain gives to advancing Edith's canonization, is paralleled in Vic's dedication to the cause of his pupils, and in particular one boy, dismissed by the head as educationally sub-normal, whom Vic is determined shall not be relegated to a special school. Conspicuous of authority, he lavishes affection on his class and shows an indulgent understanding of their weaknesses. They repay him with trust, rather than the merciless exploitation that such an approach would probably get at the hands of any real group of inner-city teenagers.

Conti adds a necessary element of human credibility and fallibility to the character, playing him with quiet humour and, occasionally, manic frustration as events start to veer out of control. His tolerant and faintly disillusioned humanity expresses the ethos of a film where the happy ending is never in doubt and the satire (of the Church, education and the press) is gentle to the point of indulgence.

Generally, cinema treats the major instruments of social control, the Police and the Army, in one of two ways, the heroic or the comic. *Boy Soldier* adopts neither and is unlikely to endear itself to the British military establishment. That, however, is not



"Boy Soldier"

enough to convince you that the picture it gives is true.

The story is simple: a Welsh private, serving in Northern Ireland, kills a demonstrator and is imprisoned, awaiting court-martial. For political reasons, the authorities do not want the case to come to trial and the boy's refusal to plead guilty eventually persuades them to reduce the charge. Meanwhile, he has been denied his legal rights and subjected to humiliation and torture, his case aggravated by the fact that he had fallen in love with a Catholic girl and, essentially, that he absorbed the real lessons of his military training too well. He is, at the start, a "good" soldier and Karl Francis's film is fundamentally anti-militaristic.

Within these terms, it is an absorbing and persuasive narrative, technically accomplished and with an outstanding central performance by Richard Lynch as Wil. I can't judge its accuracy as a picture of the British Army. If it fails to convince, it is because of the weakness of the minor characters (particularly the civil servant) and the stylization of the background: the poor home and threat of unemployment that brought Wil to the Army, the lyrical romance, the Celtic connection, all fitting to neatly in support of a thesis about dehumanization and the sacrifice of individuals to the interests of the State.

Robin Buss

Wind of change

When the Wind Blows (PG)
Cannon Haymarket and various cinemas.

The post-Bomb culture has, of necessity, to be experienced in advance. Children's book writers have taken up the theme with enthusiasm; *When the Wind Blows*, not originally published for children, was taken up by them with similar enthusiasm. Later it became a radio and stage play for adults and now Raymond Briggs' strip picture book has been made into an animated film. If post-nuclear holocaust art is to be other than gloomy, masochistic fantasy, it must have a warning tone: the writer/painter/poet sees beyond the sophistry of politicians and attempts to marshal the common sense, the will to survive, of the ordinary, apparently, powerless citizen. *When the Wind Blows* (in all its manifestations) comes over as, above all, an indictment of the patently inadequate preparations of Authority for those who have no right to a place in a nuclear bunker.

The tension between the form of the book, essentially a series of "comic" sketches, especially in England and there are indeed plenty of ironic jokes - and its subject matter had much to do with its notoriety. Jim and Hilda, the protagonists, are simple innocents - he spouting clichés and obeying the *Protect and Survive* instructions to the letter (except where they conflict) and she fussing about clean shirts and



cushions in the face of obliteration. In the book the effect is poignant: these creatures are as helpless as children. Jim even resembles a baby with his unwrinkled, pudgy face and bald pate - and they represent the helplessness of us all, whatever our education or experience, if the Unthinkable were to happen.

The film, which is technically excellent, preserves all the main elements, but the effect is different. Jim and Hilda - fine in their tiny pictures - now look uncharacterized. All the personality is in their voices - finely done, however, with the right degree of respectable gentility - by John Mills and Peggy Ashcroft. Book and film show risible courage based on a Churchillian insistence on the indomitable British spirit and nostalgia for the last

war which seems to have become a cosy affair in folk memory. But it is more difficult to laugh in the cinema, and it is more difficult to cry for them too. The gentle, sad humour of unquestioning obedience to faceless Authority, the ludicrous refusal to believe that the worst has happened, become, in the more emphatic style of film, not so much touching as irritating.

The most moving moment is the dedication at the end of the (very long) credits to the future of a list of children born during the making of the film. At least one person had to leave during the making of *When the Wind Blows*, depressed by the subject; the dedication joins us back to the real world to which our loved ones too are at risk. *When the Wind Blows* is a cartoon comic-book. A hardened, stoiker, has his

Television
Sharp vs rounded

Education Extra, a new weekly series from Channel 4 (from February 2), started unimaginationately with reports on student grants and selection. The first item brought together George Walsden, Minister for Higher Education, and Vicky Phillips, President of the NUS, to debate the level of student grants and the alternative of loans, adding little to what had already been said about these topics elsewhere.

To cover the well-trodden ground of selection, *Education Extra* went to Northern Ireland where the 11-plus survives in the form of a "transfer test". Dr James Kincaid is head of the Methodist College in Belfast, a selective school. Sister Genevieve is head of Saint Louise's Comprehensive. Not surprisingly, they offered opposing points of view, but the interview was chiefly for the lack of reasoned argument on either side and their rehearsal, in its place, of the ready-made categories which guide most political debate on educational issues.

Sister Genevieve saw the aim of education as developing "a rounded personality", while Dr Kincaid wanted to "sharpen the intellect". Sister Genevieve believed that a grammar school is "a hothouse", and the camera duly showed an art class from the Methodist College drawing in a hothouse at the Botanical Gardens, only to modify the literal rendering of Sister Genevieve's metaphor with a note that art is taking its place in the curriculum of such schools beside more "academic" disciplines. Dr Kincaid dismissed improved rates of CSE passes: "Mickey Mouse subjects."

In this mythical universe, where sharp intellects confront rounded personalities, it was possible to accept Dr Kincaid's final assertion that Northern Ireland schools were "oases of calm and peace" in a disruptive environment, instead of dismissing it as specious and more appropriate in the level of a party political broadcast than to serious appraisal of the merits of selective education.

Is this the moment to assess the Labour Party's ambition to create a million jobs within two years of taking office? Labour spokesman John Prescott appeared on Weekend World (ITV, February 6) with an Interim report and accused Matthew Parris of treating it as a completed set of proposals. That led to some acrimonious discussion about whether the programme was well-timed and, while it was fun to watch the two of them having a go at each other, it added little to the introduction which had very clearly spelled out the various problems involved in making "real" jobs. In Port Talbot, meanwhile, the unemployed were no doubt hurrying down

to the beach with their surfboards. First Tuesday (ITV, February 8) voted its second part to a documentary on the growing popularity of the video disc to do but ride the waves and direct of Hawaii. If you have ever been to Port Talbot, you will know how poignant an image that is.

There was plenty of work to be done. To capture the ambience of a dole office, you went on holiday to the kind of seaside boarding house depicted in Michael Palin's *Not a Penny Up* (BBC2, February 1). Arriving in the author, the boring biographical drama was autobiographical, and there were particularly gruesome performances by John Nettleton as a father and Joan Sanderson as a landlady, the alternative of a week in Southwold with either of these characters would sell package tours to the Talbot.

"The best comedy comes out of pain," Patti tells her partner in *Not a Penny Up* ("it's hell round here at half-term"). Up Line (Channel 4, February 6) a four-part serial set in the early Eighties and featuring a teacher who is rapidly losing *The Knowledge* and a film director called John Pasolini. By the end a story was emerging, to do with pyramid selling, but it seemed unlikely to justify the pain.

Kenzo Bregiani's documentary *Pasolini* (Pier Paolo) (where the Truth Shall Die (Channel 4, February 4) suffered from uncertainty about how much to tell its viewers. At the start, it promised a solution to the mystery of Pasolini's murder, but was soon submerged in the past biography considered necessary for an informed audience. The result was not satisfying either as a study of the director's filmmaker as an investigator of the circumstances surrounding his death.

Another conspiracy theory was used, more tentatively, to explore the rivalries of Hollywood gossip columnists. Lucella Pearson and Hilda Hopper in the television series *Malice in Wonderland* (BBC2, February 3). In their heyday, the unlikely pair (played with convincing nastiness by Elizabeth Taylor and Jane Fonda) made, and more often destroyed, Hollywood reputations and marriages in their dedication to the art of being each other. Was the rivalry just another story, couched in its own terms? In that mythical universe which they did so much to create, it could easily be.

SOUNDINGS

"An exacting discipline... not a soft option... demands ruthless self-criticism and a willingness to redraft..." Thus Kenneth Baker, speaking of creative writing at a recent gathering to mark the Arvon Foundation's appeal for funds. The Minister's rousing words perfectly fitted the occasion: Arvon has acted as the umbrella for many hundreds of creative tutorials administered by top practitioners for the benefit of serious apprentices.

The National Literature Initiative is

No smoke

Top Banana, a rising young people's theatre company based in South Manchester, is touring the North West with a lively entertainment, *The Smokebusters* Show, which is sponsored by the North West Area Health Authority. It's a participatory game-show for 9 to 13-year-olds - and aims to persuade them to say no to that cigarette.

Two teams share in the performance of a few brief scenes and then answer questions on the history of smoking. The second part is distinctly more gory, but the action takes on the slapstick flavour of a cartoon comic-book. A hardened, stoiker, has his

Michael Church

Janards Investigated - by ghost surgeons with yellow rubber gloves. They toss his lungs and heart in a ball and pull off one of his legs by mistake. Nevertheless, these lungs are squeezed and a black substance oozes out, the danger of which was entirely present.

Finally, some of the most convincing scenes of smoking are played out in further dramatic episodes, but it is a pity that the quality of the success depends on the quality of the follow-up work, which Top Banana handles through a series of workshops after each performance.

Judy Mowbray

RESOURCES

Lights flash, faders slide and pan controls rotate...

After tempo

Hybrid Music 5000 Synthesizer
£140 + VAT
Music 500 Upgrade Pack £60 + VAT
Demonstration tape £2.57 + VAT
Hybrid Technology Ltd, Unit 3,
Robert Davies Court, Nuffield Road,
Cambridge CB4 4TP.

The Hybrid Music 5000 is a tremendous improvement on its predecessor, the Music 500. For a computer programmer with a good knowledge of music, Music 500 was accessible. However, those without this background were hindered by the software and the poor instruction manual. The new synthesizer unit looks very much like the earlier product. In fact, the only difference is that it is compatible with most BBC computers, including the Master 128. Externally, it is a metal box about the size of a single drive with no controls other than a powerswitch. A ribbon cable links it to the computer and a hi-fi lead (not supplied) connects the sound output to a stereo amplifier.

It is the software - AMPL Nucleus ROM and Studio 5000 disc - that makes the 5000 so much better. This new software and the user guide are available as an upgrade pack for current Music 500 users, although a 500 cannot be made to work with a previously incompatible BBC computer.

Now the process of entering music, selecting and defining instruments, putting musical sections together and producing a final mixed arrangement has become an attractive proposition. Essentially, final pieces sound much as same as with the Music 500. The improved software and user guide simply make it easier to get to the end of the process.

On entering Studio 5000 a Main Menu gives directions to a range of facilities. When using the system for the first time, the Mixing Desk option can be chosen and a demonstration piece loaded. As the music plays, the operator can adjust volume levels of instruments, change instruments, transpose, pause, advance one beat at a time, fast forward, alter tempo, pan from speaker to speaker. The representation of the mixing desk is superb: lights flash, faders slide and pan controls rotate as changes are made.

Musical parts are written in standard musical notation with Staff Editor or in AMPL notation with Notepad. With Staff Editor, treble and bass clefs are inserted, along with key and time signatures.

A note is introduced by pressing the Return key. It is moved to the appropriate line and its time value is defined using the cursor keys. Instructions such as tempo changes and dynamics are typed in above the staff. Music is audibly transposed by inserting a "teacher-proof" project, the pack provides a series of linked ideas for teachers to sample, modify and select as appropriate. Lots of suggestions for practical work are included, as are "further ideas for busy teachers". The author, a practising primary teacher, emphasizes the importance of developing pupils' skills, concepts, attitudes and values. Many of the worksheets are open-ended, and permit the use of problem-solving techniques.

These packs are definitely worth obtaining. The secondary one in particular contains some of the best business-sponsored material I have seen. It is recommended that they are circulated to relevant staff before they are divided up or multiple sets ordered. The effective dissemination of such materials is crucial if they are not to languish on a dusty shelf in a staffroom corner.

David J Whitehead

The primary pack also has five sections: Land and Your Community, and four aspects of housing - capital raising, interior design and planning, building and marketing. The aim is to provide a cross-curricular thematic approach to the subject. Rather than



cards written by teachers. The secondary pack is not aimed at specific age groups or subjects, but will prove useful supplementary matter for many social studies, TVEI, economic awareness and life skills classes.

The five sections are savings/investment, spending, housing, business and government (housing is the odd one out). The worksheets are entertaining and provide a variety of learning activities, including data response, simulations, role plays and games. Background notes will help non-specialist teachers. The contents will also meet some of industry Partnership's objectives: for example, advice is given on setting up a school mini-enterprise.

The primary pack also has five sections: Land and Your Community, and four aspects of housing - capital raising, interior design and planning, building and marketing. The aim is to provide a cross-curricular thematic approach to the subject. Rather than

ing the semitone shift required above the staff.

It looks very much like traditionally-notated music, but there are some differences. Chords can be written, but the notes do not align vertically. One note of a chord is given a time value. The other chord notes appear as dots without stems, taking their time value from the first note. Stems of notes always point down. For triplets, a "3" appears after each of the triplets. A "3" effect of an accidental does not continue throughout the bar; each has to be inserted separately. Lots of accidentals are avoided with non-

standard key signatures or by inserting key signatures throughout a part. The part can be played back and corrected. A copy facility is useful for repeating the same sequence of notes, but repeats of the whole section are achieved at a later stage. This part is stored and another part or section of music entered.

Music entered with Staff Editor can be called up in Notepad. This is a good illustration of how AMPL notation relates to conventionally-scored music. Notes appear as lower-case letters when the pitch is lower than the previous note and as capitals when the

pitch moves up. Numbers define time values and registers. Chord notes appear in brackets after the main note. Parts written in Notepad can be transferred to Staff Editor. However, the real value of AMPL notation is that it gives the advanced user the power and flexibility to use the system to its limits.

When all parts and sections have been written, Notepad is used to structure the music so that parts play together in a particular order. The Mixing Desk sets up instruments - up to eight - and the whole piece can be heard. Musical parts, the run order and mix are stored together as the final piece.

Fourteen instruments are included, but any number can be constructed in Notepad. These are made from 14 waveforms and 34 amplitude and pitch envelopes. The manual gives a list of 25 additional instruments that can be typed in and stored. Drum sounds enable percussion parts to be incorporated, scored in Staff Editor or Notepad.

Once a simple piece has been completed and the demonstration pieces scrutinized, it is apparent that very sophisticated music is possible. Echo, autopan - where an instrument moves from speaker to speaker in one of seven locations - and pitch slides can be introduced. Different mixes could be used throughout a piece so that changes are automatically made as the music plays.

Music 5000 is the start of a system. Hybrid are to release a four-octave music keyboard to input notes. It will also allow the unit to be played as a keyboard synthesizer. An amplifier-speaker unit will mean that the computer set-up does not need to be located near to a hi-fi system. The amplifier will have a telephone facility. A MIDI interface is also to be introduced.

Music 5000 is particularly appropriate for GCSE work. A synthesizer unit which produces a range of excellent sounds is an attractive prospect in itself. But to be able to notate parts and put together music arrangements complete with studio effects makes the educational use of Music 5000 an exciting prospect.

Martin Walley

nuclear energy 'starter' pack

Atoms, Energy and Electricity, a teaching resource pack developed in consultation with teachers for use with children in the 9-13 age group, is now available from the UK Atomic Energy Authority.

The new 'starter' pack contains three worksheets, 10 copies of each of four booklets, four pupil worksheets and teachers' notes.

Using simple, straightforward language and profuse, full colour illustrations, the pack deals with such topics as the structure of the atom, the way a nuclear power station works, and radiation.

The pack costs £13 inclusive of VAT, postage and packing. To obtain a copy please use the order slip below, enclosing payment by cheque or postal order. Payment refunded on return of goods undamaged if not satisfied.

To UKAEA Education Service, PO Box 10, Wetherby, West Yorkshire LS23 7EH. Please supply the Atoms, Energy and Electricity teaching pack. Payment of £13 enclosed.

NAME	
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Bearing gifts

You, Your School and the World Outside
Secondary School Resource Pack
The Home in Your Community
Primary School Resource Pack
Free from local branch managers of the Leeds Permanent Building Society

Should teachers beware the Leeds Permanent and its bearing of gifts? Probably not, especially since school budgets are so tight. The rather obvious references to building societies may be overlooked, especially as the teaching material is so valuable.

These packs consist of glossy work-

well as teachers, broadcasters and young people. Subjects will include the "affects" of television and video on children, the accountability of programme makers and ways in which parents and teachers can use TV with the young. An accompanying book, *Parents Talking Television*, is being published by Comedia, price £3.95.

The conference will be held at the Logan Hall, Institute of Education, 20 Bedford Way, London WC1H 0AL. The fee is £15 (£12 for the unweaned/ students). Applications to BFI Education, British Film Institute, 61 Dean Street, London W1V 6AA (tel: 01-437 4355).

The second event, aimed at teachers, is the annual BFI Easter School, which will look at media education in the

primary school and investigate certified courses like GCSE. There will also be a chance to try practical work with video and photography.

This is a five-day residential course at Christ Church College, Canterbury, Kent, from April 10-15. The fee is £120, and there are vacancies for primary teachers

SCIENTIFIC CALCULATOR
The FX580 is a new scientific calculator with 180 built-in scientific functions in addition to the usual logs, trig, hyperbolic and fractions plus statistical and logical operations. It is powered by lithium batteries which last 16 weeks with normal use. It costs £27.95 from A.D. Marton, Casto Electronics Ltd, Unit Six, 1000 North Circular Road, London NW2.

MEDIA

Computer speak

Hugh David gets bugged by the latest children's drama serial to flicker across our screens

CHILDREN'S TELEVISION
Dead Entry
BBC1, Wednesdays 5.05pm.

"Dead Entry" must be computer-speak for something. But in relation to a new children's drama serial adults should take it to mean no through road. It is as if the serial is one of those cutesy-de-sue with a fence through which only the scrawniest 12-year-old can scramble. I certainly couldn't, and an equally slim BBC executive involved in the production admitted that even he'd had to read the scripts twice before he grasped what was happening.

It isn't that *Dead Entry* is modishly youth-oriented, like Channel 4's *Charlie Show*, or in the slightest bit childish. Each of the three episodes packs in more plot than most adult thrillers, but in such a fragmented way that adult audiences will be left feeling blank and stupid.

It doesn't help that computers seem to be at the root of everything. Fifteen-year-old Charlie Armstrong, the central character, finds that a "hacker" is breaking into his system even before he becomes involved in the story's convoluted web of espionage and counter-espionage. There is no saying who's responsible, since at the outset it

appears that the whole of Bristol is bugged, bugging someone else or staring at a flickering green screen.

Down at Avonmouth Docks a businessman is fitting out a vessel to undertake research into acid rainfall in the Baltic. But he and his crew are not the only ones interested in the "Sea Shepherd". A diver is killed while making an underwater inspection, and another man in lightweight suits is also nosing around. Charlie and his cousin Melissa, who works in the inevitably computerized newroom of the *Bristol Evening Post*, are soon drawn into a game of international hide-and-seek, with the intelligence services of both East and West showing an unusual interest in ecological matters.

That's how it seems after what the author, Allan Baker, calls "File One". It's fast-paced and glossy professional and would be completely engrossing were it not for some very stilted dialogue. Even the baddies swap epigrams, while Charlie and his friend David communicate in terse one-liners. Worst of all, however, is Richard Avery, the businessman, who in the middle of a conversation said "You can't reschedule a deal of cadmium poisoning". Even the peremptory commands which flash across Charlie's computer screen are preferable to that.



From left to right: Daniel (Rhett Keen), Melissa (Lee-Ann McLaughlin) and Charlie (Duncan Balzley)

Catalogue of inequity

Victoria Neumark reviews a series on the changing roles of women

ADULT EDUCATION
A Woman's World
ITV Thames, Mondays 12.30pm.

"A woman walks. She fetches water. She carries water. She walks across the desert, across the rocks, across the stones. She is bringing water for her family. She has been carrying it for 10 years. She has not yet put it down. Thus an unknown poet, and these statistics roll: 65 per cent of the world's work, 10 per cent of the income, one per cent of the property. Thus Television's new series finely balances passion and objectivity in its look at the changing roles of women today.

As one might expect from Alan Horrocks, maker of many excellent Thames series, such as *Migrant Women*, the perspective is global, the emphasis is on a woman's journey, that even the relatively well-off housewife suffers from "domestic duties" being written off as a "labor of love" instead of a highly skilled managerial task. Whether the series looks at the pressures on a young Bangladeshi girl to marry or at a 14-year-old girl in a Somali refugee camp, it keeps to its tone of reasoned discourse sharpened by insights into "real life". This mixture of story and information should make the series very palatable to the 15-plus age group.

The first programme, "Half the World's People", strikes the note of a multiplicity of presenters from Gloria Kinnock and Anna Ford to Beverly Anderson and Helen Asher and different professions and cultures. The six sections, on housework, agriculture, industry, health, education and politics, do add up to a staggering catalogue of inequity.

Women grow 50 per cent of the world's food and 75 per cent of Africa's. And when we say "women", that includes girls from five or six, who are doing 75 per cent of the weeding and 65 per cent of the harvesting. We drive all the tractors, and disturb the earth for more weeds to grow. In industry women hold 35 per cent of the jobs, but in work for which they get only 75 per cent of men's wages. But that old reproach that women are longer is not true in under-developed countries. "We may think it's reasonable that they give birth and just as reasonable that they don't survive. The third of the illiterate in the world are women. Four per cent of MPs in this country are female.

On the other hand, I have to admit our spirit. The endless tricks for wood and water, hoeing with a baby on the back, extracting from their bodies which employ them for their doing "amazing self-confidence" and "keeping going. And more than this, the women I know in India, where husbands cannot draw out the money, mothers getting schoolboys to teach them their letters, to African women standing up in local meetings - confidence is rising.

It is a long journey and maybe as Beverly Anderson says, it will not be better until the balance of responsibility is at least rearing changes. Helen Asher says that if women are freed from the endless worry over food, the available water, that would be the single greatest step forward. Once that woman has put down her burden, what might she not do?



Gloria Kinnock, one of the presenters of 'Half the World's People'

Proper speak

Richard Evans listens to a series to help young people with public speaking

SCHOOL RADIO

Help Yourself: Are You Speaking Proper?
BBC Radio 4
This series will be repeated next year and will be available through the next BBC order forms.

A mature student I was teaching recently told me that she could not "do anything formal". She was referring to speaking in public and using the telephone. Many otherwise confident people find themselves reduced to incoherence and nervousness when having to speak in formal situations. This series of four units is designed to help people to be coherent on the telephone, speak confidently in public, and to hold their own in a group conversation, as well as giving tips on interview technique.

All the units are lively and amusing, without being patronizing, which is sometimes a problem when dealing with speaking. The "Pick up that phone" scene illustrates the class

catalogue of disasters when a young employee becomes flustered and agitated because of a phone call. Similarly, a misunderstanding at a travel agency ensures a garbled telephone conversation between a French customer and a dithering employee. Some of the dialogues are repeated to show what ideally should have happened.

Another unit, "Groupies", has four young people travelling in a car to a concert. The object of the dialogue, with the help of the accompanying workbook, is to work out how or why each person makes a remark. This can then develop into group discussion work to solve different problems in different ways. The workbook explains the "methodical approach" speaking clearly, getting to the point and not blocking other people's ideas.

This series ought to be of help to a wide audience of varying ages. It is versatile enough to be used by the listener individually, to be a stimulus for group work and a basis for role-play. Not least, it could fill in those dull moments at bus stops or travelling to work, for those with a walkman.

briefings radio & tv

For schools

VOIX DE FRANCE

NB (Monday-Friday, 00.30 VHF4)

This term's programmes for A-level students feature business studies, the relations between France and her former colonies in Africa and Indo-China as well as introductions to Racine, Lamartine, Voltaire and Musset.

CHILD CARE AND PARENTHOOD

(Tuesday, 11.57 BBC2)
How can children be helped to fend for themselves? This programme for 14-plus students, shows how to prepare small children for the first day at school, a visit to the dentist and a stay in hospital.

THE ENGLISH PROGRAMME

(Wednesday, 10.33 ITV)
An introduction by Professor Raymond Williams precedes this specially-commissioned production of Bracht's "The Caucasian Circle". Included in the short scene written to provide a 20th-century parallel to the main part of the play.

JUNIOR DRAMA WORKSHOP

(Wednesday, 11.20 VHF4)
"The Plague Village" is a three-part unit centred on the effects of the Great Plague on the village of Eyam. Here nine to 11-year-olds are encouraged to imagine what it was like in the village before the plague came in a box from London.

THINKABOUT

(Wed 14.00, Thurs 11.00 BBC2)
What is communication? Does it have to include words? Five to seven-year-olds move on from simple codes like banging on pipes for attention to an ingenious invention with a hospice and two tunnels.

THE CHINA PROJECT

This special project comes to an end with three programmes. In *First Steps in Drama* (Thursday, 9.55 VHF4) Professor Moorbright is rescued by the children of the Golden Willow Gang. Will they return to school or find more adventures? *Living Language* (Thursday, 14.20 VHF4) ends with the problems of Chen Olang, whose magic gourd brings him everything he wishes for, regardless of the consequences, and *Earth Search* (Friday, 11.00 VHF4) investigates Chinese special occasions and festivals, including "The Day of the Dead" and looks at the significance of kites. Programmes from the China Project will be repeated during the week beginning April 6.

WAVELENGTH

(Thursday, 11.30 VHF4)
"Turn It Up" features young musicians and bands who play music for pleasure. Also see the launch of the competition for a new signature tune for "Wavelength Plus" which begins in September.

Continuing education and general interest

PIONEERS OF SOCIALISM

(Saturday, 20.15 C4)
Karl Herd and Ramsay MacDonald are among the famous pioneers of the Labour Movement featured in this drama-documentary series.

THE FUTURE OF WORK

(Sunday, 16.00 VHF4)
Explores new styles of working which may become the norm. Includes job-sharing, workers' co-operatives and semi-voluntary work, suggesting that more leisure time may take the place of higher pay.

WAITING FOR THE NEW WAVE

(Sunday, 17.30 R3)
Gerard Gould goes to Paris to search for playwrights to succeed Ionesco, Beckett and Anouilh. Investigates the reasons for an apparent dearth of new authors.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant		English	54	Art and Design	63	Science	71	Child Care	82	Tuition	85
		Geography	55	Careers	63	Other than by Subjects	71	Educational Psychologists	82	Personal	
		History	55	Classics	63			Examiners	82	Announcements	85
		Home Economics	55	Commercial Subjects	63	Colleges of Further Education		Miscellaneous	82	Conferences	85
Nursery Education		Humanities	55	Computer Studies	64	Directors and Principals	72	Peripatetic Posts	83	For Sale and Wanted	85
Headships	37	Mathematics	55	Craft Design & Technology	64	Heads of Department	72	Outdoor Education	83	Holidays and Accommodation	85
Other Appointments	37	Modern Languages	56	Economics & Business Studies	64	Other Appointments	72	English as a Foreign Language	84	School Visits	85
		Music	57	English	64			English as a Second Language	84	Home Exchange Holidays	85
Primary Education		Pastoral	58	Geography	65	Polytechnics		Appointments Wanted	84	Field Study Centres	86
Headships	37	Physical Education	58	History	65	Other Appointments	76	Educational Courses	84	Properties for Sale and Wanted	86
Deputy Headships Senior Masters/Mistresses	40	Religious Education	58	Home Economics	66						
Heads of Department	49	Science	59	Mathematics	66	Universally Appointments	76				
Scale 2 Posts	49	Speech and Drama	60	Modern Languages	66						
Remedial and Special Needs Teaching Posts	50	Technology	60	Music	67	Research Posts	75				
Scale 1 Posts	50	Other than by Subjects	60	Pastoral	67						
				Physical Education	68	Fellowships, Studentships and Research Awards	75				
Middle School Education		Sixth Form and Tertiary Colleges		Religious Education	68						
Headships	51	Heads of Department	60	Science	68	Service Colleges	60				
Craft Design & Technology	51	Scale 2 Posts	60	Social Studies	69						
Mathematics	51	Scale 1 Posts	60	Speech and Drama	69	Colleges of Higher Education					
Modern Languages	51			Technology	69	Other Appointments	75				
Music	51	Special Education		Other than by Subjects	69						
Physical Education	51	Headships	60	Preparatory Schools		Adult Education	76				
Science	51	Deputy Headships Senior Masters/Mistresses	61	Headships	70						
		Heads of Department	61	Art and Design	70	Youth and Community Service	76				
Secondary Education		Scale 2 Posts	61	Classics	70						
Headships	51	Scale 1 Posts	61	Computer Studies	70	Overseas Appointments	77				
Deputy Headships Senior Masters/Mistresses	52	Appointments in Scotland	71	English	70						
Remedial and Special Needs Teaching Posts	52	Independent Schools		Geography	70	Administration					
Art and Design	52	Headships	62	Mathematics	70	Local Education Authority	80				
Commercial Subjects	52	Deputy Headships Senior Masters/Mistresses	62	Modern Languages	70						
Computer Studies	52	Remedial and Special Needs Teaching Posts	63	Music	71						
Craft Design & Technology	53			Pastoral	71	Administration General	81				
Economics & Business Studies	54			Physical Education	71						

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Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

Primary Education HEADTEACHER POSTS

Corham Primary School, Station Road, Corham, SN13 9HU

Group 8
Following the retirement of Mr F.J. Andrews at the end of the Summer Term 1987, the Governors seek a forward looking Head Teacher with a wide primary experience, to lead an enthusiastic and committed team.
Closing date 30th February 1987.
Please quote reference 57/7/87GM

St. Martin's C.E. Aided Junior School, Shady Bower, Salisbury SP1 2RG

Group 4
Head Teacher required from September, 1987, following the promotion of Mr S.A. Willocks to a larger Headship with another Authority.
Closing date 4th March 1987.
Please quote reference 57/7/87MS

Nomenland and Hamptworth C.E. Aided Primary School, School Road, Nomenland, Salisbury SP5 2BY

Group 2
Head Teacher required for September 1987 for this three class C. of E. Aided School situated in the attractive village of Nomenland on the very edge of the New Forest. The Governors are seeking to appoint an enthusiastic teacher who is committed to the aims of a Church Aided Village School serving the whole community.
Closing date 4th March 1987.
Please quote reference 57/7/87MG

Walter Powell C.E. Aided Primary School, Great Somerford, Chippenham, SN15 6HS

Group 2
A Head Teacher is required from September 1987, following the appointment of Mr P. Woodcock to another post in the County. This is a modern village school in pleasant surroundings with a thriving community. The Governors particularly seek a well experienced teacher and a practising Christian, who will develop further the links between the School and the Church.
Closing date 8th March 1987.
Please quote reference 57/7/87GM

Seagry C.E. (Controlled) Primary School, Upper Seagry, Nr. Chippenham, SN15 6EX

Group 5
A Head Teacher is required from September 1987 following the appointment of Mr D. Messenger to another post within the County. The school is situated in very attractive village surroundings and has modern buildings and a large playing field. The Governors particularly seek an enthusiastic and experienced Teacher for this thriving school.
Closing date 8th March 1987.
Please quote reference 57/7/87GM

Application forms and further details for the above posts obtainable from the Chief Education Officer, Education Department, County Hall, Trowbridge, Wiltshire BA14 5JB. Please enclose S.A.E. and quote relevant reference.

DEPUTY HEADTEACHER POST

Old Shaw County Primary School, West Swindon

Group 5
Deputy Head required for this attractively built new primary school to be opened in September, 1987. Although the candidate will take up post from this date, there will be an opportunity of being involved in planning for the opening.

An enthusiastic teacher is sought who is expected to take a key role in curriculum development and management.

Application form, job description and further details (S.A.E. please) available from and returnable to the Chief Education Officer (PJK), Sanford House, Sanford Street, Swindon SN1 1QH, no later than Wednesday, 27th February, 1987.

Special Education HEADTEACHER POST

Please see Wiltshire Display advertisement under Special Education Headships.

PRIMARY HEADSHIPS continued

Leicestershire

PRIMARY HEADTEACHERS

Required September 1987

PRIMARY HEADTEACHERS REQUIRED SEPTEMBER 1987

1. LEICESTER FOLLYVILLE COUNTY JUNIOR SCHOOL - GROUP 8 +

S.P.S. ALLOWANCE

Established, multi-ethnic school serving the Braunstone Council housing estate on the western outskirts of the City. Developing community facilities. Approximately 310 on roll (aged 7-11).

2. LEICESTER CRESCENT COUNTY JUNIOR SCHOOL - GROUP 4 +

S.P.S. ALLOWANCE

Established school serving the Braunstone Council housing estate on the western outskirts of the City. Approximately 180 on roll (aged 7-11).

3. CASTLE DONINGTON ST. EDWARD'S C.E. (CONTROLLED) PRIMARY SCHOOL - GROUP 4

Traditionally built school in a pleasant rural village. Approximately 145 on roll (aged 4-10).

4. SWANNINGTON C.E. (CONTROLLED) PRIMARY SCHOOL -

GROUP 2

This school in the environs of Coalville, serves a mixed catchment area of private and council housing and a caravan site occupied by travelling families. Approximately 65 on roll (aged 8-11).

Application forms and further details and job descriptions - please state which post(s) - from the Director of Education, County Hall, Glenfield, Leicestershire LE3 8PF (SAB PLEASE) to whom applications should be returned by 2nd March 1987.

Aelana and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (12254)

EQUAL OPPORTUNITIES POLICY: Applications are welcome from people regardless of their race, ethnic origin, religion, sex, marital status or disability. Disabled applicants will be guaranteed an interview if suitably qualified and/or experienced, and supported by a recommended agency, if applicable. (12254)

County of Cleveland

An equal opportunities employer

Closing date: 27th February, 1987.

APPLICATION FORMS AND FURTHER DETAILS FOR THE UNDERMENTIONED POSTS OBTAINABLE FROM AND RETURNABLE TO THE HEAD TEACHER/PRINCIPAL AT THE SCHOOL/COLLEGE UNLESS OTHERWISE STATED. APPLICATION BY LETTER SHOULD INCLUDE DETAILS OF EDUCATION, TRAINING, QUALIFICATIONS AND EXPERIENCE TOGETHER WITH THE NAMES AND ADDRESSES OF TWO REFEREES. FINANCIAL ASSISTANCE WITH HOUSEHOLD REMOVAL EXPENSES MAY BE AVAILABLE IN APPROVED CASES.

PRIMARY SCHOOLS

THORNTREE PRIMARY SCHOOL, The Greenway, Middleburgh, Cleveland, TS3 9NH

HEAD TEACHER (Group 6)

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher from Easter, 1987, or as soon as possible thereafter. The school serves an area of social priority and has a large nursery class. Previous applicants will be considered.

APPLICATION FORMS AND FURTHER DETAILS ARE OBTAINABLE FROM AND RETURNABLE TO THE COUNTY EDUCATION OFFICE, EDUCATION OFFICES, WOODLANDS ROAD, MIDDLEBOROUGH, CLEVELAND, TS1 3BH (TSL MIDDLEBOROUGH 248181, EXT. 30157).

ST. HELEN'S PRIMARY SCHOOL, Durham Street, Hartlepool, Cleveland, TS24 0HG (Tel. Hartlepool 287038).

DEPUTY HEAD TEACHER (GROUP 6)

Required for Easter, 1987, or as soon as possible, a suitably qualified and experienced teacher to serve as a Deputy Head Teacher at the primary school.

SIXTH FORM COLLEGE

STOCKTON SIXTH FORM COLLEGE (549 on roll), Blithington Road West, Stockton, Cleveland, TS15 0GG (Tel. Stockton 812611).

SCALE 1 RELIGIOUS STUDIES AND SOCIOLOGY

Required for Easter or September, 1987, a well qualified graduate to teach Religious Studies and Sociology to Advanced level.

SECONDARY SCHOOL

LANGBAURGH SCHOOL (11-18 mixed comprehensive, 881 on roll), Ormsby Road, Middleborough, Cleveland, TS3 8PD (Tel. Middleborough 314818).

SCALE 2 FRENCH

Required for Easter, 1987, or as soon as possible, a teacher of French to be second in department. (12101)

PRIMARY HEADSHIPS

continued

LIVERPOOL

EDUCATION

DEPARTMENT

HEAD TEACHER

Group 5/11, 987-113, 203

STONEBRIDGE CP

(Infants School)

Stonebridge Lane,

Liverpool L11 5AY

(PD + SP)

Required for summer

term 1987 or as soon as

possible thereafter.

Application forms

obtainable from (SAE) and

returnable to the Director

of Education, Teaching

Unit 14, 14th Floor,

Staff Section, Liverpool L1

1st Street, Liverpool L1

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Come and teach in Kent

HEADSHIP

NORTH KENT AREA

Appointment of Headteacher - September, 1987

New County Primary School in Kingfisher

Drive, Chatham

Group 4 (Age Range 5-11)

The Authority is seeking to appoint a well qualified and experienced candidate for this new 2-form-entry school, the first

instalment of which is due for completion in August, 1987. The

school is situated in an area of mixed housing development in

the Wadestown area to the South of the Medway Towns.

Assistance is available with removal and other related

expenses in approved circumstances.

Application form and further details from the Area Education

Officer, Mountbatten House, 28 Military Road, Chatham, Kent

ME4 4JE, to whom they should be returned by 8th March, 1987.

DEPUTY HEADSHIPS

NORTH KENT AREA

Frindsbury, Weinscott County Primary

School, Weinscott, Rochester, ME2 4JY

Group 4, required for September, 1987

WEST KENT AREA

Riverhead County Primary Infants' School,

Amherst Hill, Riverhead, Sevenoaks, Kent

TN13 2EL

Group 4

Required for September, 1987 an experienced and enthusiastic

teacher. (12299)

Tunbridge Wells New County Primary

School

Group 4 (Roll 180 (approx))

Required for September, 1987, for this Group 4 Primary School

being formed by the amalgamation of Broadwater County Pri-

mary Infants' School and Ramsgate County Primary Junior

School, to provide an enthusiastic and inspiring support to the

new Head Teacher of this new development.

Application form and details from the Area Education Officer, 38

Grove Hill Road, Tunbridge Wells, TN1 1SL, to whom they

should be returned by 27 February, 1987.

Tunbridge Wells St. Mark's C.E. (Controlled)

Primary School, Frant Road, Tunbridge

Wells, TN2 5LH

Group 5 (Roll 198)

Required for September, 1987 for this Group 5 controlled pri-

mary school.

Application forms should be returned by 27 February, 1987.

SCALE 2 AND ABOVE

NORTH WEST KENT AREA

The Sweeney CP Junior School, Ksery Road,

Swancombe, Kent DA10 0BU

Required for April, if possible, enthusiastic teacher to teach

initially second year junior children. Ability to play piano essen-

tial. Scale 2 post available for suitable applicant willing to accept

curricular responsibility for mathematics.

Closing date 28th February, 1987

Possibility of help with temporary housing in approved cases.

(12299)

WEST KENT AREA

Tunbridge Wells St. Augustine's R.C.

Primary School, Wilman Road, Tunbridge

Wells, Kent TN4 9AL

Roll 278

Required for September 1987. Assistant Teacher, interest in

Mathematics would be an advantage. Scale 2 post available for

suitable candidate. Probationer considered.

Applicants should hold the Catholic Teachers' Certificate. (12299)



HEADTEACHER

Required September, 1987.

Applications are invited from suitably qualified teachers for the following Headship.

HENHAM AND UGLEY

COUNTY PRIMARY SCHOOL (Group 4),

Henham, Bishops Stortford, Herts.

Generous relocation allowances payable in

appropriate cases.

Please send foolscap s.a.e. for form and details to

EDUCATION DEPARTMENT MILL VIEW COUNTY MIDDLE SCHOOL, Norwich (Group 4) HEAD

Further details and application forms may be obtained by sending a folscep s.a.e. to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL.

MATTISHALL COUNTY FIRST SCHOOL, Nr. Dereham (Group 3)

DEPUTY HEAD

Further details and application forms may be obtained by sending a folscep s.a.e. to the Area Education Officer, Area Education Office, Canterbury Way, Thetford IP24 1DA.

Closing date for applications 6th March 1987.

Norfolk County Council

CYNGOR SIR
DYFED
COUNTY COUNCIL

CYNGOR SIR DYFED DYFED COUNTY COUNCIL

1A MODEL VOLUNTARY AIDED PRIMARY SCHOOL, CARMARTHEN (Group 3) £7,302 - £10,888/11,349

Applications are invited from experienced teachers for the post of ASSISTANT TEACHER (Scale 2) to undertake responsibility for the development of MATHEMATICS and SCIENCE throughout the school and to assist with BOYS' GAMES. Applicants must be able to teach through the medium of English and Welsh and must be practising communicant members of the Church in Wales. One referee must be the applicant's Parish Priest.

Application forms are available on receipt of a stamped addressed envelope from the Area Education Officer, Area Education Office, 1 Penlan Road, Carmarthen to whom they should be returned by 26th February, 1987.

1B YSGOL WIRFODDOL DAN GYMORTH Y MODEL, CAERFYRDDIN (Group 3) £7,302 - £10,888/11,349

Gwehoddolr celsiadu oddi wrth athrawon profedol am awydd ATHRO (Graddie 2) i fon yn gyfrifol am ddatblygu MATHEMATEG a GWYBODAETH drywy'r ysgol, ac i gynorthwyo gyda GWYBODAETH BECHGYN. Rhaid iddydd fedru dysgu drwy gyfrifwng y Gymraeg at Sasaeneg. Rhaid iddydd fod yn asid gwehreddol o'r Eglwys yng Nghymru/Anglicaidd. Mae'n rhaid i Ofidiedd Pwyf yr ymgyddyd fod yn un o'r canolwyr.

Gellir cael ffurfiennl cals ar dderbyn amlen yn dwyn cyfrifeddiad a stamp oddi wrth y Swyddog Addysg Rhianbarthol, Swyddfa Addysg Rianbarthol, 1 Heol Penlan, Caerfyrdin. Celsiadu i'w dychwelyd erbyn 26ain Chwefror, 1987.

2 ALBION SQUARE C.P. INFANT'S SCHOOL, PEMBROKE DOCK (£7,302 - £10,888/11,349)
DEPUTY HEADTEACHER.

The successful applicant will be responsible for the co-ordination and development of either the Infant or the Nursery Department. Candidates should indicate an ability or interest in a specific area of the curriculum.

Application forms are available on receipt of a stamped addressed envelope from the Area Education Office, St Thomas' Green, Haverfordwest to whom they should be returned by 26th February, 1987.

PRIMARY HEADSHIPS continued

SOMERSET
COUNTY COUNCIL
For various Primary Headship posts see under the Somerset Composite advertisement on Page 57 (148922) 110010

WARWICKSHIRE

ST. GREGORY'S R.C. (VOLUNTARY AIDED) JUNIOR & INFANT SCHOOL
Avenue Road, Stratford-upon-Avon
Group 4. In.o.r. 1981

Applications are invited from suitably qualified and experienced teachers for the post of HEAD of this school. The appointment will be from 1st September 1987. Applicants must be practising Roman Catholics and the successful applicant will be required to accept the terms of the C.S.C. constitution.

Application form and further details are available from the Reverend P. Binnett, St. Gregory's, St. Gregory's Road, Stratford-upon-Avon, to whom they should be returned by Monday, 2nd March.

Warwickshire is an equal opportunities employer. 148241 110010

WIRRAL

MORRIS POLYTH BOLDWOOD WIRRAL
CASTLEWAY PRIMARY SCHOOL
Castleway, Wirral L44 1RN

Required for 1st September 1987. Head of a school with a double class hearing impaired unit. Application forms and further details are available from the Director of Education, Wirral Council Offices, Cleveland Street, Birkenhead CH41 6NH, on receipt of a stamped addressed envelope to whom they should be returned by 26th Feb 1987. 148510 110010

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Deputy Headships Second Masters/ Mistresses

AVON COUNTY
CHRISTCHURCH CE
Royal Park, Clifton, Bristol
1987. Deputy Head (Group 5).
An experienced teacher to join a dedicated and enthusiastic team. To be responsible for the school's curriculum, co-ordination of staff and the day-to-day running of the school. The successful candidate will be given full support and resources. Two referees, enclosing application form and details of salary, to be returned to: Education Officer, Avon County Council, Education Office, Exchange House, 100, The Quadrant, Bristol, BS1 1UH. Closing date: 27 February 1987. 148922 110012

BEDFORDSHIRE
EDUCATION SERVICE
OALLOO JUNIOR SCHOOL
1987. Deputy Head (Group 5 + SFA).
Required for September 1987. A Deputy Head of a primary school. Application forms available from the Education Officer, Education Office, 100, The Quadrant, Bristol, BS1 1UH. Closing date: 27 February 1987. 148922 110012

BEXLEY
LONDON BOROUGH
RE-ADVERTISEMENT
SCHOOL
Belvedere DA17 5HP
Tel: 01-311 2556
Deputy Head Teacher for this Group 4 school required for September 1987. Applications are invited from suitably qualified and experienced teachers. Please state particular interests. Application forms and further details available from the Education Officer, Education Office, 100, The Quadrant, Bristol, BS1 1UH. Closing date: 27 February 1987. 148922 110012

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION
WYCOMBE AREA
MICKLEFIELD COUNTY
1987. Deputy Head Teacher for this Group 4 school required for September 1987. Applications are invited from suitably qualified and experienced teachers. Please state particular interests. Application forms and further details available from the Education Officer, Education Office, 100, The Quadrant, Bristol, BS1 1UH. Closing date: 27 February 1987. 148922 110012

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Children's Books

Cold wind blowing

"Invisible censors strangling childhood magic: they reject fun and encourage books of poison," screamed the head-teacher in the *Daily Mail*, just before Christmas. The article, I headed, first published in *The Bookseller* - "the organ of the book trade", was by one of London's leading children's literary agents, Gina Pollinger, whose clients include Jan Mark, Jenny Nimmo, Rosemary Sutcliffe, Geoffrey Trease, and Ann-Pulling. Her impassioned words had been quickly picked up by the press, and the media reaction culminated in a singed confrontation between the interested parties on Robert Kilroy-Silk's show, surely the ultimate accolade.

The issue for Mrs Pollinger is that "the bigots of Brent and other such are determined to rid society of its divisions and prejudices, all in one go and at all costs... the baby is in danger of being thrown out with the bath water and, in the context of children's book publishing, that baby is *fun*... Books for children have itself become a doubtful, make-believe tag: books for teachers, yes; books for librarians, yes. But books for children, no - not often, not really."

The editor finds herself "cornered": "at the mercy of a task force from the alternative society, whose approbation and support is the *sine qua non* of her success. In fiction and information books alike. No wonder gritty realism is the cliché of the decade... There is no room for the writer as pedlar of dreams in their harsh, uncompromising world." She cites some rejection letters from publishers, including this: "I'm afraid the teachers would tear us apart if the foursome split up as they do on Saturday afternoons - the two girls to go shopping, the two boys to fish... And this from a meant-to-be confidential reader's report: "The children in this traditional summer holiday adventure are unmistakably middle-class. They wash their hands before every meal and clean their teeth at bedtime. Reject."

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When a literary agent claimed that children's books editors were "cornered" by "alternative" pressure groups, a stormy debate ensued.
SARAH JANE EVANS
Investigates.

... [but] to rob a child of hope, of life's realistic and accessible expectations, is outrageous - the love of parent for child, for example; of child for parent; of couples, *romantic love*; the thrill of the senses, the stir of heroics, the beauty of the natural world, the revelations of fantasy, the consolation of poetic justice (in art), pity, the language of poetry itself. These wonders belong to Everychild and are the constants of traditional values in children's books."

Mrs Pollinger has staked up the burning embers of a longstanding debate. Rosemary Stinnes, for instance, campaigner against racism and sexism, author of *Ms Muffin fights back* and founder of the Other Award, declares: "It's an unsubstantiated piece of hysteria by someone who doesn't understand. She doesn't cite a single title." She goes on, "the children's book world is 99.9 per cent white. It's completely cut off from teachers, librarians and community groups. Some outrageously racist things do still come out - it's not that editors are racist, it's just that they don't know what racism is."

Pat Triggs, who edits *Books for Keeps*, and is a Senior Lecturer at Bristol Polytechnic, "thought we had been through all that. I was very surprised to see someone lending themselves to the media cliché. Children's books are still predominantly white middle-class. The bulk of aspirant writers of children's books are all nice white middle-class ladies."

Meanwhile Peter Mayer, Penguin's executive, "enjoyed it. I was glad that the subject was aired. What I think is important is her fear that adding something would lead to the removal of something else. It's not to say that we're against publishing socially relevant literature for children. We published *No More Secrets for Me* by Oranee Wachter, which is about child molestation - children need some education on such things. I think that's pretty socially relevant. But when people are talking only about socially relevant literature, then sometimes what is traditional, decent and happy is simply replaced by what is awful. Speaking as a publisher, you want to hire people who are socially responsible."

Did Terry Mortimer, primary head and a member of the NUT's Anti-Racist Working Party, feel publishers were oppressed by teachers and

continued on page 42

continued on page 42

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ble, to devise lists reflecting the main forces in society.
At the Bodley Head, publisher Margaret Clark feels "a cold wind blowing through the cosy world of children's book publishing, but we're all the better for it." "As far as I can tell, we've never turned down a manuscript on political grounds or because the story had a particular background. The climate has changed so much. What we do get - especially from teachers - is so gloomy: children hopelessly neglected by their parents, totally misunderstood by their teachers. Children need to have books like that, but all children's books should have an element of hope at the end - that's where Gina's absolutely right. Take Betsy Byars, writing about a man buttering his wife - that's certainly 'gritty realism'. But she does it so cleverly, and there is a glimmer of hope at the end."

She accepts that "inevitably one is cut off (from the consumer), that is very sad. And as hardback publishers we're selling to the adults anyway. But on the whole it works, because of one's experience and feedback from teachers and librarians. There are plenty of publishers around and I can't believe that if a book is good it won't get published somewhere."

'Children's books are still predominantly white middle-class'

Author and teacher Bernard Ashley agrees: "the real heart of the matter lies in the story and its quality. If the book has a story to tell, if it has all the things in it that are good about fiction, then an editor will buy it. We've had a hundred years of fishing and shopping; it's time for a change. Sex stereotyping is a nonsense for the modern child. Children desperately need to know about other people's way of life. As for Gina Pollinger's comments on teenage fiction, look at the bestsellers: three-fifths of them are serious modern

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EXTRA

Mixed teenage bag

Love and loss

Rice Without Rain. By Minfong Ho. £4.50. 0 233 97911 5. On Foreign Ground, By Eduardo Quiroga. £3.95. 0 233 97909 3. Secrets from the School Underground, By Pete Johnson. £3.95. 0 233 97987 5. Beware The Edge, By Elizabeth Mace. £3.95. 0 233 97908 5. No Defence, By Michael Hardcastle. £3.95. 0 233 97912 3. Haunted United, By Dennis Hamley. £3.95. 0 233 97942 5. Getting It Wrong, By Rhodri Jones. £3.95. 0 233 97910 7. Ande Deutsch Adlib Paperback Series.

There's a touch of the ad hoc about Deutsch's latest additions to their Adlib Paperback series. A couple of football yarns, two novels which would like us to believe that they're realistic accounts of life on the streets and behind the hazy shed, a tale with an unpleasant whiff of the occult, and two novels from far away places.

The two with foreign settings are the most demanding, and the most interesting, of the bunch. *Rice Without Rain* is an account of village life in drought-ridden Thailand. A group of students comes to the village to share in its life, and to inflame the peasant farmers to rebellion against the crushing taxation of the landowners. Jinda, a village girl, is drawn into the revolt through her involvement with the students' leader and eventually finds herself on the platform of a political rally in Bangkok. The scenes which follow the army's intervention are horrific, yet in no sense sensationalist; the narrative voice simply tells us that this is how things are.

Events speak for themselves again in Eduardo Quiroga's *On Foreign Ground*. A gentle Argentinian student, booted up miserably on the edge of Port Stanley, writes to the British girl he met and loved in Paris. His mind, and pen, interplay between their month together, the repressions of his own government at home and the meaningless squalor of his present circumstances. A teacher brave enough, and free enough, could have an interesting time with Raymond Briggs's *The 111 For Foreign General* and *The Old Iron Woman*, Jan Needle's *A Game of Soldiers* and this

GEOFF FOX

book. Here again, the authorial voice is trustworthy, charged with the helplessness of Owen's "Strange Meeting".

I would like very much to have trusted Pete Johnson's voice too in *Secrets from the School Underground*, for there is still a dearth of good short stories set in comprehensive schools. It may well be that young readers of this book will think, "That's how we talk!" but they were saying that about *Shit-head* 15 years ago. To my ear, the voice of Juggler, the hard man narrator from 5b, rings false. The author seems to be inviting a knowing conspiracy between his young readers and himself ("I know what it's really like"), much as a teacher in one of the stories does. The most revealing episode is one which purports to be told from a girl's viewpoint, which ends up with a re-enactment of one of the most stereotypical of male fantasies. Adolescents will read this book, and probably compulsively; but they may well be reading in the same register as they read *Jackie*.

Finishing *Beware The Edge* was a struggle. The anti-heroine, Amy, has a history of exerting supernatural powers over younger children. She is a repellent figure and I found it difficult to be concerned about what happened to her, let alone about those who tried to stop her as she set about her malign business on holiday in the Isle of Man. There is no detailed account of how she got into all this or of how she summons up evil. It's a muddle rather than a mystery. Her older sister Lindsay attempts to intervene and dies in a cliff fall. This jolts Amy enough to prompt a rethink. "The void rushed away, tearing at Amy's heart with irremediable loss. Nothing, no sorrow, was enough. . . She looked back once, loving Lindsay, then leaving her. They began to climb." So that's OK then.

Michael Hardcastle's *No Defence* is another Michael Hardcastle. Neil Duncan is a first division footballer who indulges in a little thieving on the side, partly for the loot and partly for the kicks. There's a dash of mildly

spley sex ("I want you, Tina," he told her urgently, "I want you."). An easy read for those interested in soccer, burglary and occasional titillation. While it isn't necessary for books for teenagers to strike high moral postures, one can't help regretting that robbery should be deemed a Bad Thing only if you get caught.

Dennis Hamley's *Haunted United* is very different. It may be that Mr Hamley grew up with such riveting yarns as "The Staring Eyes" in the post-war Wizard (where the villain put the 'fluence on the players from the terraces just as they were about to shoot), for there's something of this enjoyable hocus-pocus here. The narrative structure is complex, and if the resolution didn't quite work for me, I found the world of lowly fourth division Bowland United far more credible than Mr Hardcastle's Fleetville United, and the menace of the ghostly defender more sinister than any of the distasteful shenanigans in *Beware The Edge*.

Rhodri Jones's *Getting It Wrong* finally requires the kind of criticism my experience does not qualify me to offer. This story involves two black youths unfairly arrested and beaten up by the police. The injustice extends right through to the courtroom where they are found guilty. I was held by the narrative and always interested in the characters; but teachers in schools with *West End* would do well to get hold of a copy and decide for themselves about the authenticity of the boys' experience and the dialogue itself.

The readership for the Adlib books is not altogether clear. They seem to be intended for a wide range of readers around the 13 to 15 group; but at £3.95 to £4.50, they surely will not leap off the bookshop shelves into the hands of browsing teenagers. They would be pricey for GCSE-conscious heads of English, and they will appeal only to those libraries who offer paperback sections. Certainly, it would be a pity if *Rice Without Rain* and *On Foreign Ground* did not achieve a wide readership.

"On Foreign Ground" is also published as an adult hardback £7.95.



Crash Vanilla (from the cover of which this illustration is taken) by Barbara Werthe and Pictures of Adam, by Myron Levey, are an American imports to be published next week by the Bodley Head in paperback editions for teenagers (£3.95 each). Also reviewed in March are two titles by Alden Chambers, another anthology with distinguished contributors such as Jan Mark and Joan Aiken (*Adventurous Ghosts*, £3.95) and a new novel, *Now I Know* (£4.50). This is a love story with a difference in that it has a spiritual dimension and a detective story element.

Mean teens

The Platschlin Prescription 0 434 96576 6. The Divorce Express 0 434 96571 5. Cho You Sue Your Parents For Malpractice? 0 434 96570 7. The Cat Ate My Gynsult. 0 434 96577 4. By Paula Danziger. Heinemann £6.95 each.

Paula Danziger has been a popular writer for teenagers in the United States for some years. These are her first four novels to be published in the United Kingdom.

The books are aimed at the market which has been so well covered by Judy Blume and comparison with Judy Blume is inevitable, although perhaps a little unfair on the evidence of only four titles, particularly as these titles lack any sense of variety or originality. There seems to be little new here and there is a certain sense of datedness. The books remind me of early Blume titles with the heavy concentration on problems, to the exclusion of humour. Certainly they lack the freshness and versatility that we have seen in some of Judy Blume's later books.

Paula Danziger demonstrates a knowledge and understanding of teenagers, having I suspect worked as a teacher in the States, but her treatment of problems is superficial and lacks the exploration which might satisfy a young reader facing similar problems.

The books are readable but somewhat unstructured, so that the storyline often flows uncontrolled, leaving many unresolved issues. There is a terrible sameness about the stories. In all four books, the central character is a girl, aged either thirteen or fourteen, fairly indistinguishable from each other or the other characters in the book, but with problems: 13-year-old Cassie (*The Platschlin Prescription*) is a mousey beauty in a family of shapely blondes and redheads and prone to severe asthma in moments of crisis. These are frequent as her parents fight and her sister hates and ignores her; 13 year old Marcy (*The Cat Ate My Gynsult*) lacks confidence, thinks

everyone hates her at school and is convinced she is too fat ever to get a boyfriend. She is frightened of a dominant father and her mother is totally ineffectual; 14 year old Laura (*Cho You Sue Your Parents For Malpractice?*) is devastated by the loss of her boyfriend, jealous of her glamorous older sister and hates her domineering father who dominates the whole family; 14 year old Phoebe (*The Divorce Express*) has to cope with her aunt family, living with her father in Woodstock during the week and with the "Divorce Express", apparently with every other child in Woodstock to New York at weekends. Phoebe is friendly, lonely, isolated and torn between parents. But her parents do not fight and her father is quite friendly to her.

Not a happy family in sight. No romance looms large, perhaps an inevitable characteristic of teenage novels, but I am wary of the underlying tendency to assume that having a boyfriend somehow makes a girl a better person, more able to cope, with more status, without the male support the female crumbles.

Family problems are treated against school problems: problems with discipline, rules and regulations, complaints against teachers, the quality of food; general issues confronted are Marcy's getting closely involved in supporting her innovative English teacher who is suspended for refusing to take the daily pledge of allegiance to the flag of the United States of America; Lauren becomes involved in a love affair; Cassie runs for class president. At times, the details of school life in the United States are different from most of the story and dominate and confuse the story for British readers. The pledge of allegiance issue is explained at the beginning of the book, but its significance may well be missed.

Eastend supplement

Teenage enthusiasts who cannot get from episode to episode of *EastEnders* without a fix can now read about their favourite characters between times. Ande Deutsch has published the first two in a series of spin-offs called

Teen EastEnders, *Solid Ground* and *Growing Pains*, both by Hugh Lewis (£5.95). They star Sharon and Carol Carpenter, respectively and are available in paperback editions published by Grafton Books.

Over-the-top

Charlbreak. By Gillian Cross. Oxford University Press £6.95. 0 19 271588 9. **Slaying up.** By Robert Swindells. Oxford University Press £6.95. 0 19 21546 1. **Nick's October.** By Alison Prince. Methuen £7.95. 0 416 63660 8.

Writing a teenage novel about the pop music scene is a brave thing to do, given that audiences will tend to know more about the subject than most writers can hope to do. *Charlbreak* is certainly very well informed on this score, but so negatively on this score, that it ends up closer to the pit of the world than *Top of the Pops*. Adolescent singers may indeed strut at each other and reject their parents some of the time, but there must be occasional breaks for more benign emotions as well. But not for Janis Finch, the loutish schoolgirl leader of the group who only performs well when in one of her regular towering rages. Such stereotypes are disappointingly facile for a writer with as good a track record as Gillian Cross; so too is the smart-alec dialogue, with every one-liner a potential put down. Some teenagers may react positively to all this but not necessarily so, given that they are often far more realistic about themselves and their peers than the adult world is prepared to credit.

Slaying up offers a clear cut choice between right and wrong, with a young football supporter having to go for either his girlfriend and respectability or else the lads plus aggro on the

terraces. The atmosphere of poverty and unemployment in a once proud Northern town is well conveyed, with those that fall by the moral wayside seen more in pity than anger. All that is, except for Royston Ambler, neer-do-well son of the rich industrialist who owns the local soccer team, and in this one, over-the-top character Robert Swindells' otherwise fine novel meets its downfall. The gruesome climax of sexual assault and battery needlessly distracts from his meticulously detailed account of adolescent love on the dole today, though nothing can expunge the realism of the football scenes. Vandalism is seen here as something almost inevitable given so much passionate, heady partisanship.

Yet more gloom in *Nick's October*—is there no-one writing cheerful novels for young adults now? The plot focuses on Nick and Sasha, previously encountered in *Goodbye Summer*. Almost everything bad that could happen to the lowly employed Nick does exactly that, and all around his 21st birthday to go. His mounting despair is compellingly handled, though its cumulative effect is dissipated by the presence of too many indistinguishable support characters with little more than Christian names telling them apart. Neither Nick's final remedy, where he runs away to France, nor the promise of better things when he returns is entirely convincing. But after the battering that has come before both he and faithful readers will by now be glad to settle for anything they can get.

Nicholas Tucker

Teenage titles

Teenager to Young Adult. By Jessica Yates. School Library Association, 83 Warwick St., Oxford OX4 1SZ £2.90 (12-40 to SLA members)

Jessica Yates' annotated catalogue of 163 recent paperback fiction titles for 13 to 19 year olds is an extremely useful guide, not only for school librarians to whom it is primarily directed, but for anyone who is interested in finding the best fiction for teenagers. The fact that it is aimed towards use in school adds an important clarity to both the selection and the annotation. Sensibly there are no divisions according to age; instead it is arranged under "genre" headings on the correct principle that this is most

useful when a horrorer comes in wanting "another me like that".

It is a comprehensive selection in terms of subject matter ranging from Action Stories, through Science Fiction and Fantasy, Ethnic Minorities and Racial Prejudice, to Humour. Each book is factually well described with Ms Yates' own reservations or enthusiasms clearly stated. Books which are likely to cause trouble with parents are clearly signalled with an asterisk.

Ms Yates' selection reflects her familiarity with the best fiction of the last two decades. More importantly it also reflects her enthusiasm and commitment to keeping teenagers and books together.

Julia Eccleshare

Woodscapes

In A Secret Place. By John Wood. Wolfhound Press £6.95. 0 86327 180 4.

Paul, Benjamin and Yanna come from different social backgrounds and lead apparently very different lives. They share, however, an inability to come to terms with the adults with whom they live; adults motivated largely by self-interest and by an urge to cling to the petty symbols of their adult and social status. They are linked also by knowing Alice, a motherless girl whose poverty is more than compensated for by the richness of her imagination and by the sensitivity with which she touches upon attempts to balance her feelings of affection and shame towards her pedlar father.

The turning-point in the children's lives comes in the course of an expedition to the woods, where, through an

encounter with the spooky (but totally benign) Lord Augustus, they have temporary access to what Benjamin designates "some strange vale of knowledge". Almost immediately this new knowledge alters their perceptions of themselves, their inter-relationships and their backgrounds. In particular, Alice is soon a social outcast, increasingly kept at a distance by her former childhood acquaintances. But she never loses her buoyancy, even when her father dies and she becomes an itinerant. Still fondly recalling her magical experience in the woods, she years later retraces her steps there. Lord Augustus's tablo, meanwhile, fairly predictably, Paul, Benjamin and Yanna have succumbed to the banalities and prejudices inherent in their worldly success.

John's Wood's novel is about the possibilities and the limitations of the human imagination, an abstract theme here given vividly graphic and concrete expression. His ear and eye are sharply tuned to atmospheric details of the natural world, to small town snobberies and, very strikingly, to the often hurtful inconsequentiality of children's chatter. For some young readers the style will occasionally be over-lyrical and the wayward punctuation may pose some comprehension problems; most, however, will be held by the book's narrative power and will respond to the warmth and generosity of its heroine.

Robert Dunsbar

EXTRA

Cultural identity

The Sound of Propellers. By Clive King. Viking Kestrel £6.95. 0 670 81106 8.

This is largely a tale of adventure set in England (and briefly in India) just before the outbreak of the last war. On another level, however, its theme is that of a quest for a boy's self-determination in the story of the young adolescent Murugan's attempts to assert himself within an alien culture. Sent to an English boarding school while his elder brother remains at home to fight for independence, Murugan has to grapple with condescension, if not outright prejudice, while at the same time coming to terms with fears for his brother's safety. He literally stumbles upon a saboteur passing on plans of a new flying-boat to an enemy

agent, and thus this adventure-cum-spy-story stirs into life.

For a novel to succeed as an integrated whole the reader needs to sense that both the action of the tale and the hero's development to adult responsibility-taking are strands which are woven into a coherent narrative structure. However, a major difficulty of this book, one which lies at the heart of the somewhat disjointed way the story progresses, is the author's heavy-handed demonstrations that Murugan (or Mugwumps as he becomes affectionately known) is at least the equal of his English peers. (When it comes to maths, much their superior.) The labouring explanation of Murugan's natural pride in his own culture, puzzlement at the smugness of his schoolmates and low expectations of some teachers is developed largely at the

expense of narrative pace.

Only when the hero's cultural identity has been established in the author's satisfaction and the action is allowed to gather momentum does this book settle into the familiar, and more frankly enjoyable, mould of ripping yarn. It's difficult to avoid the conclusion that the book would have provided a more satisfying read had it followed more closely along those lines from the outset.

The addition of some fascinating technical detail on the development and flying of seaplanes nevertheless helps to sustain interest, which should ensure an enthusiastic readership in the young adolescent age-range.

Margaret Kinnell

Silver spoons

Granny was a Buffer Girl. By Berlie Doherty. Methuen £6.95. 0 416 53590 9

Buffer girls worked in the Sheffield cutlery firms using and dust to put the final shine on the finished articles. It was filthy work, and it generated a smell that clung to clothes and skin no matter how well the women tried to protect themselves with calico headscarves and sheets of newspaper. Jess's Granny worked as one such throughout the 1930s, and her story comes out during a family get-together on the eve of Jess's departure for a year's study in France.

By this means, Berlie Doherty takes her readers into the heart of a city, whose story is that of a dying industry; and she introduces them to a close network of family relationships, which ties four generations together. It is a story that so much life, and so many diverse characters, can be compressed into a book that only runs to 128 pages. For although Jess is the narrator of her own growing up, her grandparents' struggle with poverty, and the real family distress at a mixed Protestant-Catholic marriage are fully realized in a way that is more immediate than a flash-back to the main story.

This is not just another novel about

leaving home and an adolescent's conflicts on the way to independence, for it shows how closely cost individual is woven into the wide range of people who make up a family, generating their own personal mythology in the face of national and economic history. And as the crowded streets and dwellings of Sheffield are flanked by the wild, empty moors of Derbyshire, so the deepest human emotions of despair, loneliness, and love are never far from the apparently mean lives of the city people depicted here. This is a compelling and unusual book.

Shirley Toulson

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Cheshire, M20 2JH. Tel: 0925
155027. 160022

CHESHIRE

EDUCATION COMMITTEE
RE-ADVERTISEMENT
WOODLANDS COUNTY
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Edgware Road, Wilmslow,
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LIVERPOOL
CATHOLIC SOCIAL
SERVICES
BLACKBROOK HOUSE
15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 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632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164, 1165, 1166, 1167, 1168, 1169, 1170, 1171, 1172, 1173, 1174, 1175, 1176, 1177, 1178, 1179, 1180, 1181, 1182, 1183, 1184, 1185, 1186, 1187, 1188, 1189, 1190, 1191, 1192, 1193, 1194, 1195, 1196, 1197, 1198, 1199, 1200, 1201, 1202, 1203, 1204, 1205, 1206, 1207, 1208, 1209, 1210, 1211, 1212, 1213, 1214, 1215, 1216, 1217, 1218, 1219, 1220, 1221, 1222, 1223, 1224, 1225, 1226, 1227, 1228, 1229, 1230, 1231, 1232, 1233, 1234, 1235, 1236, 1237, 1238, 1239, 1240, 1241, 1242, 1243, 1244, 1245, 1246, 1247, 1248, 1249, 1250, 1251, 1252, 1253, 1254, 1255, 1256, 1257, 1258, 1259, 1260, 1261, 1262, 1263, 1264, 1265, 1266, 1267, 1268, 1269, 1270, 1271, 1272, 1273, 1274, 1275, 1276, 1277, 1278, 1279, 1280, 1281, 1282, 1283, 1284, 1285, 1286, 1287, 1288, 1289, 1290, 1291, 1292, 1293, 1294, 1295, 1296, 1297, 1298, 1299, 1300, 1301, 1302, 1303, 1304, 1305, 1306, 1307, 1308, 1309, 1310, 1311, 1312, 1313, 1314, 1315, 1316, 1317, 1318, 1319, 1320, 1321, 1322, 1323, 1324, 1325, 1326, 1327, 1328, 1329, 1330, 1331, 1332, 1333, 1334, 1335, 1336, 1337, 1338, 1339, 1340, 1341, 1342, 1343, 1344, 1345, 1346, 1347, 1348, 1349, 1350, 1351, 1352, 1353, 1354, 1355, 1356, 1357, 1358, 1359, 1360, 1361, 1362, 1363, 1364, 1365, 1366, 1367, 1368, 1369, 1370, 1371, 1372, 1373, 1374, 1375, 1376, 1377, 1378, 1379, 1380, 1381, 1382, 1383, 1384, 1385, 1386, 1387, 1388, 1389, 1390, 1391, 1392, 1393, 1394, 1395, 1396, 1397, 1398, 1399, 1400, 1401, 1402, 1403, 1404, 1405, 1406, 1407, 1408, 1409, 1410, 1411, 1412, 1413, 1414, 1415, 1416, 1417, 1418, 1419, 1420, 1421, 1422, 1423, 1424, 1425, 1426, 1427, 1428, 1429, 1430, 1431, 1432, 1433, 1434, 1435, 1436, 1437, 1438, 1439, 1440, 1441, 1442, 1443, 1444, 1445, 1446, 1447, 1448, 1449, 1450, 1451, 1452, 1453, 1454, 1455, 1456, 1457, 1458, 1459, 1460, 1461, 1462, 1463, 1464, 1465, 1466, 1467, 1468, 1469, 1470, 1471, 1472, 1473, 1474, 1475, 1476, 1477, 1478, 1479, 1480, 1481, 1482, 1483, 1484, 1485, 1486, 1487, 1488, 1489, 1490, 1491, 1492, 1493, 1494, 1495, 1496, 1497, 1498, 1499, 1500, 1501, 1502, 1503, 1504, 1505, 1506, 1507, 1508, 1509, 1510, 1511, 1512, 1513, 1514, 1515, 1516, 1517, 1518, 1519, 1520, 1521, 1522, 1523, 1524, 1525, 1526, 1527, 1528, 1529, 1530, 1531, 1532, 1533, 1534, 1535, 1536, 1537, 1538, 1539, 1540, 1541, 1542, 1543, 1544, 1545, 1546, 1547, 1548, 1549, 1550, 1551, 1552, 1553, 1554, 1555, 1556, 1557, 1558, 1559, 1560, 1561, 1562, 1563, 1564, 1565, 1566, 1567, 1568, 1569, 1570, 1571, 1572, 1573, 1574, 1575, 1576, 1577, 1578, 1579, 1580, 1581, 1582, 1583, 1584, 1585, 1586, 1587, 1588, 1589, 1590, 1591, 1592, 1593, 1594, 1595, 1596, 1597, 1598, 1599, 1600, 1601, 1602, 1603, 1604, 1605, 1606, 1607, 1608, 1609, 1610, 1611, 1612, 1613, 1614, 1615, 1616, 1617, 1618, 1619, 1620, 1621, 1622, 1623, 1624, 1625, 1626, 1627, 1628, 1629, 1630, 1631, 1632, 1633, 1634, 1635, 1636, 1637, 1638, 1639, 1640, 1641, 1642, 1643, 1644, 1645, 1646, 1647, 1648, 1649, 1650, 1651, 1652, 1653, 1654, 1655, 1656, 1657, 1658, 1659, 1660, 1661, 1662, 1663, 1664, 1665, 1666, 1667, 1668, 1669, 1670, 1671, 1672, 1673, 1674, 1675, 1676, 1677, 1678, 1679, 1680, 1681, 1682, 1683, 1684, 1685, 1686, 1687, 1688, 1689, 1690, 1691, 1692, 1693, 1694, 1695, 1696, 1697, 1698, 1699, 1700, 1701, 1702, 1703, 1704, 1705, 1706, 1707, 1708, 1709, 1710, 1711, 1712, 1713, 1714, 1715, 1716, 1717, 1718, 1719, 1720, 1721, 1722, 1723, 1724, 1725, 1726, 1727, 1728, 1729, 1730, 1731, 1732, 1733, 1734, 1735, 1736, 1737, 1738, 1739, 1740, 1741, 1742, 1743, 1744, 1745, 1746, 1747, 1748, 1749, 1750, 1751, 1752, 1753, 1754, 1755, 1756, 1757, 1758, 1759, 1760, 1761, 1762, 1763, 1764, 1765, 1766, 1767, 1768, 1769, 1770, 1771, 1772, 1773, 1774, 1775, 1776, 1777, 1778, 1779, 1780, 1781, 1782, 1783, 1784, 1785, 1786, 1787, 1788, 1789, 1790, 1791, 1792, 1793, 1794, 1795, 1796, 1797, 1798, 1799, 1800, 1801, 1802, 1803,

INDEPENDENT EDUCATION
continued

Physical Education
Heads of Department

LINCOLNSHIRE
STANFORD HIGH SCHOOL
O.S.A. Day and Boarding. 990
Pupils: 4-16
HEAD OF PHYSICAL EDUCATION DEPARTMENT:
Scale 4
Required for September 1987.
There is a wide range of physical activities including netball, swimming, gymnastics, a variety of games, and a variety of extra-curricular activities. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other Assistants

BERKSHIRE
HENRIETTA SCHOOL
Required for April or September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

CUMBRIA
ST. ANNE'S SCHOOL
Required for April or September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

HERTFORDSHIRE
THE PRINCIPAL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

LIVERPOOL
HUTTON COLLEGE
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

LONDON W11
THE PRINCIPAL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

STAFFORDSHIRE
STAFFORD INDEPENDENT GRAMMAR SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

WILTSHIRE
WILTSHIRE SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other Assistants
EXETER
THE MAYNARD SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

STAFFORDSHIRE
ASBOTS BROMLEY SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Science
Heads of Department
HERTFORDSHIRE
ST. FRANCIS COLLEGE
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

LONDON SW1
WESTMINSTER SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

N. WALES
RYDAL SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

SHEFFIELD
BIRKDALE SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

CAMBRIDGESHIRE
KIMBORNE SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

DURHAM
DURHAM SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

ESSEX
THORPE HALL SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

MANCHESTER
THE MANCHESTER SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

MANCHESTER
WILLIAM HULMES SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

LANCASHIRE
ARNOLD SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

SURREY
WHITWIFT SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

SURREY
WHITWIFT SCHOOL
Required for September 1987.
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SURREY
WHITWIFT SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other than by Subject Classification
Heads of Department
LONDON SW7
GUFF MILLER COLLEGE
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other Assistants
BRISTOL
BRISTOL GRAMMAR SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

SURREY
WHITWIFT SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

LEICESTERSHIRE
LEICESTER GRAMMAR SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other Assistants
BRISTOL
BRISTOL GRAMMAR SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

SURREY
WHITWIFT SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

NORTHAMPTON
NORTHAMPTON HIGH SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other Assistants
BRISTOL
BRISTOL GRAMMAR SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

SURREY
WHITWIFT SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

DAVIES'S COLLEGE HOVE
Required for September 1987

1. HEAD OF CHEMISTRY
2. FULL-TIME TEACHER IN PHYSICS

to G.C.E. 'A' Level

Davies's is part of a recognised Charitable Trust, co-educational, with approximately 300 students. DES superannuation.

Apply for details and application form, or send C.V. together with names and addresses of three academic referees to:-

The Principal, Davies's College, 44 Cromwell Road, Hove, East Sussex BN3 3ER, Telephone (0273) 723911.

Religious Education
Heads of Department
GLOUCESTERSHIRE
CHELTON COLLEGE
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other Assistants
BEDFORDSHIRE
ROTHMORE SCHOOL
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

LEICESTERSHIRE
BATCHES COLLEGE
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

Other Assistants
PERTSHIRE
GLANMOR COLLEGE
Required for September 1987.
The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department. The post holder will be responsible for the physical education of the school and for the development of the physical education department.

UPPINGHAM SCHOOL
Rutland LE15 9QE
Applications are invited for the post of
SCHOOL CHAPLAIN
which becomes vacant in September 1987.
Further particulars of the post are available from the Headmaster, to whom all applications together with full curriculum vitae and the names of three referees should be sent as soon as possible.

SIR WILLIAM PERKINS'S SCHOOL
CHERTSEY
(Independent Day School: 490 girls 11-18 years)

HEAD OF SCIENCE AND PHYSICS

Required for September 1987 on experienced, well-qualified teacher to be Head of Physics and to carry overall responsibility for the Science Department in the school.

The successful candidate will head the work of lively departments with strong academic records and will teach to Advanced level and University entrance standard.

Burnham Scale 4

Applications with curriculum vitae and the names of three referees to the Headmaster, Sir William Perkins's School, Guildford Road, Chertsey, Surrey KT16 9BN.

Physics
CUMBRIA
ST. ANNE'S SCHOOL, WINDERMERE

Applications are invited for the post of HEAD OF PHYSICS which will become vacant in September 1987 due to promotion of the present holder to Deputy Headship. Independent girls' boarding school of 320 girls 11-18 with a growing Sixth Form. All girls study Physics for three years from the age of 11 and it is a popular option for G.C.S.E. and 'A' level. There are two Physics Clubs and 'O' and 'A' level results are excellent. The laboratories are large, modern and well equipped. An enthusiasm and willingness to be involved in extra-curricular activities is essential.

Salary, according to experience, but at least Scale 3. Accommodation may be available if required.

Letters of application with C.V. and the names and addresses of two referees should be sent to the Headmaster, St. Anne's School, Windermere, Cumbria LA23 1NW from whom further details are available.

BLUNDELL'S SCHOOL
HMC 490 pupils
200 in Vith Form including 42 girls
requires a
BIOLOGIST

to join the staff in September 1987 and teach the subject G.C.S.E., 'A' and University Entrance level in a Department of four.

A first degree in Zoology and a special interest in field work and project work would be advantageous.

Applicants must be willing to commit themselves fully to the varied demands of boarding school life. Extra-curricular interests such as sport, music, Cadet Force are desirable attributes for candidates.

The School has its own salary scale. Full details can be obtained from the Head Master, John Rees, who would be pleased to speak with potential applicants on 01252 25243. Applications with names, addresses and telephone numbers of two referees should be made as soon as possible.

Blundell's School, Tiverton, Devon EX16 4DN.

THE ARTS EDUCATIONAL SCHOOLS
CHISWICK, LONDON
require
Full-time Teacher of Theatre Studies for a new course starting September 1987.

Applicants must be able to teach A-Level Theatre Studies. Degree qualification and professional theatre experience desirable. Salary negotiable. Application forms available from:

The Principal
The Arts Educational Schools
Cona Ripman House
14 Bath Road
Chiswick
London W4 1LY
(Tel: 01 994 9366)

Closing date: 28 February, 1987.

KING EDWARD VI SCHOOL
Southampton
(HMC: 900 Pupils, 250 in Sixth Form)

Required for September 1987

Assistant Teachers in the following departments:

PHYSICS, GEOGRAPHY AND ECONOMICS
(ability to teach some Geography an advantage)

Each post would be suitable for a first appointment (Scale 1) or for an experienced candidate (Scale 2).

For full details please apply to the Head Master, Mr C. Dobson, at the School, Kellett Road, Southampton SO9 3FP.

KING'S COLLEGE SCHOOL
S.W. 19
required for September 1987
Graduate Teachers of
ENGLISH GEOGRAPHY MODERN LANGUAGES

Please refer to subject sections. Further details of each post from the Head Master's Secretary, King's College School, Southside, London, SW19 4TT. (01-947-9311)

INDEPENDENT EDUCATION continued

NORTHAMPTONSHIRE

Oundle School

Required for September 1987: a qualified teacher to teach Art subjects to C.G.S.E. level. The successful candidate will be responsible for the full range of Art subjects in the school. The successful candidate will be responsible for the full range of Art subjects in the school. The successful candidate will be responsible for the full range of Art subjects in the school.

Applications should be sent to: The Headmaster, Oundle School, Oundle, Northamptonshire NN5 2EN. Tel: 0527 55111. Fax: 0527 55122.

SURREY
LINKS SECONDARY SCHOOL
38/39 Croydon Road
Beddington, Surrey CR0 4PO
Teacher required to provide a remedial approach across the curriculum for children aged 11-16 with specific learning difficulties and/or emotional problems. Burnham Scale 1. Further details from Headmaster, Tel: 01-888 7591 (48131) 185624

Preparatory Schools

Headships

CARDIFF
NOWELL SCHOOL
1650 St. David's Road
Cardiff CF11 7LJ
Head of Junior School (100 girls 7-11)
Burnham Scale 1.1
Required in January 1988, following retirement of present head, an experienced and well qualified teacher to take charge of this junior school in its own building on the main school campus.
Apply to the Headmaster, Nowell School, Cardiff, CF11 7LJ. Tel: 01-222 1234. Fax: 01-222 1235. Closing date for applications: February 26, 1988.

WORCESTERSHIRE
BROMBOROV LOWER SCHOOL
See Adver. Page 72, 1987/88

English

Heads of Department

Art and Design

Other Assistants

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COLLEGES OF FURTHER EDUCATION

HAMPSHIRE

FARHAM TERTIARY COLLEGE
Required from 1st September 1987
LECTURER IN ORG. STUDIES
Applicants should be graduates or professionally qualified; preference will be given to those with commercial/teaching experience and a teaching qualification.
Hamphshire County Council is an equal opportunities employer and applications are particularly welcome from individuals with disabilities.
Application forms and further details are available from the Registrar, Farham Tertiary College, Bishop's Road, Farham, PO14 1NH. Tel: 103581. 220828. Closing date 27th February 1987. 1458541.

HAMPSHIRE COUNTY COUNCIL

COMPUTING/SCIENCE
LECTURER IN LI to teach Chemistry for ETEC National and up to OCE 'A' level (Post No. 1281).
MAINTENANCE LI to teach Computing/Mathematics for ETEC National and up to 'A' level (Post No. 1281).
Both posts are vacant from 1st September 1987.
Further details and an application form are available from the Principal, Southampton Technical College, 808 Street, Southampton SO9 4WK, to whom completed applications should be returned by 27th February.
We require a copy of equality of opportunity. Applicants particularly welcome from people with disabilities. (145815) 220026

GRAMPAN REGIONAL COUNCIL

ABERDEEN COLLEGE OF COMMERCE
LECTURER IN RETAIL TRAVEL OPERATIONS
Required to join a creative team to teach in a range of courses including two year AOTEC Courses in Retail Travel and Design, SHNC in Photography and SHNC in Graphic Design.
Applicants should hold a degree or equivalent qualification from a Central Institution in one of the appropriate disciplines and have sound professional experience in the field.
Application forms and further details are available from the Principal, North West Kent College of Technology, Market Road, Grafters, Kent DA1 4BA. Tel: Dartford 220028.

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT
COLLEGE OF TECHNOLOGY
NEWLY FORMED
APPOINTMENT OF COLLEGE LIBRARIAN
Applications are invited for the post of College Librarian to commence 1st September 1987.
Salary: Scale 14 £7,311-£8,100. The successful candidate will have responsibility for the development and management of the library service and will be responsible for the collection, selection and maintenance of the library's resources.
Further details and application forms are available from the Principal, College of Technology, New College, Canterbury, Kent CT1 1JH. Tel: 220028.

POWYS COUNTY COUNCIL

EDUCATION DEPARTMENT
COLLEGE OF TECHNOLOGY
NEWLY FORMED
APPOINTMENT OF COLLEGE LIBRARIAN
Applications are invited for the post of College Librarian to commence 1st September 1987.
Salary: Scale 14 £7,311-£8,100. The successful candidate will have responsibility for the development and management of the library service and will be responsible for the collection, selection and maintenance of the library's resources.
Further details and application forms are available from the Principal, College of Technology, New College, Canterbury, Kent CT1 1JH. Tel: 220028.

SUNDERLAND COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURER IN MATHEMATICS
Applications are invited for the post of Lecturer in Mathematics to commence 1st September 1987.
Salary: Scale 14 £7,311-£8,100. The successful candidate will have responsibility for the development and management of the mathematics department and will be responsible for the collection, selection and maintenance of the department's resources.
Further details and application forms are available from the Principal, Sunderland College of Higher Education, 100 Westgate Road, Sunderland, Tyne and Wear. Tel: 220028.

TRINITY AND ALL SAINTS' COLLEGE

LECTURER/SENIOR LECTURER IN MATHEMATICS
Trinity and All Saints' College, a Catholic Voluntary College affiliated to the University of Leeds, offers BA, BSc and BEd honours degrees, PGCEs and an extensive range of courses for serving teachers.
Applications are invited for the post of Lecturer/Senior Lecturer in Mathematics.
As part of the government's Special Initiative Scheme to increase the supply of teachers of mathematics, the college has been awarded additional funding to offer, from September 1987, a 1 year, in-service diploma course for re-training in secondary mathematics.
Applicants should be well qualified mathematicians with substantial recent secondary experience. The successful candidate will be expected to make a significant contribution to the development and teaching of the new course and to undertake some teaching on the full time degree course.
The appointment is likely to be a full-time post for a fixed term period of 1 year from the beginning of the Summer Term 1987. Consideration will, however, be given to candidates who wish to offer part time or a combination of part time and full time work.
Further particulars and application forms, which should be returned by 27 February 1987 may be obtained from the Registrar, Trinity and All Saints' College, 287, at the address below or telephone Leeds (0532) 584341 ext. 264.

WEST SUSSEX COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURER IN SCIENCE
Applications are invited for the post of Lecturer in Science to commence 1st September 1987.
Salary: Scale 14 £7,311-£8,100. The successful candidate will have responsibility for the development and management of the science department and will be responsible for the collection, selection and maintenance of the department's resources.
Further details and application forms are available from the Principal, West Sussex College of Higher Education, 100 Westgate Road, West Sussex. Tel: 220028.

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

LECTURER II IN FRENCH
required for September 1987. Applications are invited from well qualified graduates, preferably with qualified teacher status, for the post of Lecturer II in French. The successful applicant will teach French language, literature and civilisation courses within the BEd and BA programmes. Current LII salary £8,595-£13,655.
Applications to the Principal from whom further information can be obtained. Closing date 6 March 1987.

BULMERSHE COLLEGE OF HIGHER EDUCATION

Educational Resource and Development Officer
A person experienced in curriculum development with information science skills is required to work on the further development of a bibliographic data base of multivolume teaching materials.
Three year appointment within L.II salary range - £8,595-£11,571 p.a.
Further details and application forms obtainable from:
Dr. C. Adelman, Bulmershe College of Higher Education, Woodlands Avenue, Emsay, Reading RG6 1HY (Tel 683387)
Closing date for applications is 24 February 1987
Berkshire County Council is an equal opportunity employer.

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

LECTURER II IN PROFESSIONAL STUDIES
Temporary (1-year) Appointment
required for September 1987. Applications are invited from experienced nursery/first school teachers able to work with the team of lecturers preparing students to teach across the range of the first school curriculum. Preference will be given to candidates with an interest in religious education in the primary school. Current LII salary £8,595-£13,655.
Applications to the Principal from whom further information can be obtained. Closing date 6 March 1987.

EDGE HILL COLLEGE OF HIGHER EDUCATION

LECTURER I OR SENIOR LECTURER IN SCIENCE
to teach academic and professional courses in Physics and Technology in the initial and in-service teacher education programmes. Previous applications for this re-advertised post will be automatically considered.
TEMPORARY LECTURER I OR SENIOR LECTURER IN CRAFT, DESIGN AND TECHNOLOGY
to teach Design and Realisation plus Design Graphics or New Technologies. This is a two-year fixed-term appointment to lead a retraining course.
Salary Scales:
Senior Lecturer £12,815 - £14,820 (bar) - £15,873
Lecturer II £8,595 - £13,658
Lancashire County Council is an equal opportunity employer and therefore particularly welcomes applications from women, ethnic minorities and the disabled.
Further particulars and application forms returnable by Friday, 27th February are available from the Secretary to the Deputy Director, Edge Hill College of Higher Education, St Helens Road, Ormskirk, Lancashire L39 4QP, Telephone Ormskirk (0695) 75171 Extension 284.

Guildford College of Technology

Construction Department

Lecturer Grade I in Painting & Decorating

To teach on City & Guilds courses no 584 to Advanced Craft Certificate level. The appointment will commence on 27th April 1987.

Salary £8,843 up to £11,885 plus £282 fringe area allowance.

Generous relocation expenses in accordance with Surrey County Council Scheme.

For Application Form and further details please contact: The Staffing Officer, Guildford College of Technology, Stoke Park, Guildford, Surrey GU1 1EZ. Tel: (0483) 31261 ext 203.

Closing Date 27th February 1987. (128971)

LANCASHIRE COLLEGE

LECTURER IN SENIOR LECTURER IN BUSINESS STUDIES

Applicants should hold a degree or equivalent qualification from a Central Institution in one of the appropriate disciplines and have sound professional experience in the field.

Application forms and further details are available from the Principal, Lancashire College, 100 Westgate Road, Lancashire. Tel: 220028.

ROTHESHAM COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURER IN BUSINESS STUDIES

Applicants should hold a degree or equivalent qualification from a Central Institution in one of the appropriate disciplines and have sound professional experience in the field.

Application forms and further details are available from the Principal, Rotherham College of Higher Education, 100 Westgate Road, Rotherham. Tel: 220028.

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

LECTURER II IN FRENCH

required for September 1987. Applications are invited from well qualified graduates, preferably with qualified teacher status, for the post of Lecturer II in French. The successful applicant will teach French language, literature and civilisation courses within the BEd and BA programmes. Current LII salary £8,595-£13,655.

Applications to the Principal from whom further information can be obtained. Closing date 6 March 1987.

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

LECTURER II IN FRENCH

required for September 1987. Applications are invited from well qualified graduates, preferably with qualified teacher status, for the post of Lecturer II in French. The successful applicant will teach French language, literature and civilisation courses within the BEd and BA programmes. Current LII salary £8,595-£13,655.

Applications to the Principal from whom further information can be obtained. Closing date 6 March 1987.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

We have the following

RESEARCH APPOINTMENTS

Department of Language

Monitoring Performance in Language in the Schools of England, Wales and Northern Ireland

Assistant Research Officer (50%)

(Post No. 6PL05)

Applications are invited for the post of Assistant Research Officer in the NFER's Department of Language. Candidates should have a good degree, preferably in English, Education or Linguistics, and should have experience of teaching English.

The successful applicant will join the team that is responsible for designing and monitoring the 1988 national surveys of the language performance of pupils aged 11 and 15.

The work will include assisting in the preparation of assessment materials and with administrative matters relating to the conduct of the surveys and the analysis of the results.

The appointment will be on a half-time basis for 2 years 3 months until June 1989.

Salary Scale: £8,785-£20,245 (pro rata for 50%) (pay award pending).

Mathematics Monitoring Team

Senior Research Officer

(Post No. 6PM03)

Applications are invited for a post of Senior Research Officer with the Mathematics Monitoring Team. The project is sponsored by the DES and forms part of the programme of the Assessment of Performance Unit.

The project conducts surveys of mathematical performance on representative samples of 11 and 15 year olds in the schools of England, Wales and Northern Ireland.

The team is currently preparing for the surveys which are to take place in May and November this year. The assessment to be employed includes practical and written tests of concepts and skills, problem solving strategies, calculator and microcomputer skills. Pupils' attitudes to mathematics are also assessed.

Candidates should have a good background in mathematics education and excellent academic qualifications in mathematics. They should also have a research degree, research in attitudes to mathematics and in problem solving in mathematics would be an advantage.

The appointment will be from 1st May, or as soon as possible thereafter, until 31st December 1988.

Salary Scale: Senior Research Officer Scale £11,275-£15,700 per annum (pay award pending).

Closing date for return of completed application forms for the above two posts no later than Friday, 27th February 1987.

Languages other than French: Teacher Qualification and Experience

Research Officer

(Post No. LF01)

Applications are invited for the post of Research Officer on a project which will assess the potential for diversifying foreign language provision in schools, by investigating the experience of teachers in the use of language other than French which form part of their qualifications. The project will be carried out in the Department of Foreign Languages at the NFER.

Applicants should have appropriate academic qualifications and, preferably, a background of language teaching. Knowledge of research or survey methods and of assessment would also be useful qualifications. The ability to write clearly for publication is essential.

The appointment is from 1st April 1987 until 31st March 1988.

Salary Scale: £9,000-£11,275 (pay award pending). Placement on Scale according to qualifications and experience.

The closing date for return of completed application forms for this post is 24th February 1987.

For application forms and further particulars, please apply quoting the appropriate reference number to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mers, Upton Park, Slough, Berkshire SL1 2DQ. Telephone Slough (0753) 74123. (11976)

EDUCATION DEPARTMENT

Dumfries and Galloway College of Technology

Senior Lecturer I in Catering Subjects

Applications are invited from appropriately qualified trained lecturers with initiative and enthusiasm to fill this permanent post. The person appointed will be required to teach professional cookery and related subjects at Craft and Technician level and should possess qualifications at an advanced level. Industrial and teaching experience are essential.

Salary - Senior Lecturer I - £8840 to £13,308

Application forms, together with further information, may be obtained from the Director of Education, Education Office, 30 Edinburgh Road, Dumfries, Tel: 0387 83622 to whom completed forms should be returned no later than 23 February 1987. (12872)

DUMFRIES & GALLOWAY

Dumfries & Galloway Regional Council, Council Offices, Dumfries DG1 2DD. Telephone: (0387) 53141

LANCASHIRE COLLEGE

LECTURER IN SENIOR LECTURER IN BUSINESS STUDIES

Applicants should hold a degree or equivalent qualification from a Central Institution in one of the appropriate disciplines and have sound professional experience in the field.

Application forms and further details are available from the Principal, Lancashire College, 100 Westgate Road, Lancashire. Tel: 220028.

ROTHESHAM COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURER IN BUSINESS STUDIES

Applicants should hold a degree or equivalent qualification from a Central Institution in one of the appropriate disciplines and have sound professional experience in the field.

Application forms and further details are available from the Principal, Rotherham College of Higher Education, 100 Westgate Road, Rotherham. Tel: 220028.

LA SAINTE UNION COLLEGE OF HIGHER EDUCATION

LECTURER II IN FRENCH

required for September 1987. Applications are invited from well qualified graduates, preferably with qualified teacher status, for the post of Lecturer II in French. The successful applicant will teach French language, literature and civilisation courses within the BEd and BA programmes. Current LII salary £8,595-£13,655.

Applications to the Principal from whom further information can be obtained. Closing date 6 March 1987.

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NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

We have the following

RESEARCH APPOINTMENTS

Department of Language

Monitoring Performance in Language in the Schools of England, Wales and Northern Ireland

Assistant Research Officer (50%)

(Post No. 6PL05)

Applications are invited for the post of Assistant Research Officer in the NFER's Department of Language. Candidates should have a good degree, preferably in English, Education or Linguistics, and should have experience of teaching English.

The successful applicant will join the team that is responsible for designing and monitoring the 1988 national surveys of the language performance of pupils aged 11 and 15.

The work will include assisting in the preparation of assessment materials and with administrative matters relating to the conduct of the surveys and the analysis of the results.

The appointment will be on a half-time basis for 2 years 3 months until June 1989.

Salary Scale: £8,785-£20,245 (pro rata for 50%) (pay award pending).

Mathematics Monitoring Team

Senior Research Officer

(Post No. 6PM03)

Applications are invited for a post of Senior Research Officer with the Mathematics Monitoring Team. The project is sponsored by the DES and forms part of the programme of the Assessment of Performance Unit.

The project conducts surveys of mathematical performance on representative samples of 11 and 15 year olds in the schools of England, Wales and Northern Ireland.

The team is currently preparing for the surveys which are to take place in May and November this year. The assessment to be employed includes practical and written tests of concepts and skills, problem solving strategies, calculator and microcomputer skills. Pupils' attitudes to mathematics are also assessed.

Candidates should have a good background in mathematics education and excellent academic qualifications in mathematics. They should also have a research degree, research in attitudes to mathematics and in problem solving in mathematics would be an advantage.

The appointment will be from 1st May, or as soon as possible thereafter, until 31st December 1988.

Salary Scale: Senior Research Officer Scale £11,275-£15,700 per annum (pay award pending).

Closing date for return of completed application forms for the above two posts no later than Friday, 27th February 1987.

Languages other than French: Teacher Qualification and Experience

Research Officer

(Post No. LF01)

Applications are invited for the post of Research Officer on a project which will assess the potential for diversifying foreign language provision in schools, by investigating the experience of teachers in the use of language other than French which form part of their qualifications. The project will be carried out in the Department of Foreign Languages at the NFER.

Applicants should have appropriate academic qualifications and, preferably, a background of language teaching. Knowledge of research or survey methods and of assessment would also be useful qualifications. The ability to write clearly for publication is essential.

The appointment is from 1st April 1987 until 31st March 1988.

Salary Scale: £9,000-£11,275 (pay award pending). Placement on Scale according to qualifications and experience.

The closing date for return of completed application forms for this post is 24th February 1987.

For application forms and further particulars, please apply quoting the appropriate reference number to the Personnel Office, National Foundation for Educational Research in England and Wales, The Mers, Upton Park, Slough, Berkshire SL1 2DQ. Telephone Slough (0753) 74123. (11976)

Development Officer

(Temporary, full time)

Barrow in Furness

£10,569 to £11,271.

Required as soon as possible for Education and Training Provision for the Adult unemployed at Barrow in Furness College of Further Education, Howard Street, Barrow in Furness LA4 1NB.

You will be involved in: the nature and size of adult unemployment in the area and the identification of separate groups which might have particular problems; the nature of employment prospects in the area and the need for further initiatives and how best to meet them.

Further details and application forms, see please, from the Principal of the College.

Closing date for applications 27th February 1987.

Open to men and women.

Cumbria

LANCASHIRE COLLEGE

LECTURER IN SENIOR LECTURER IN BUSINESS STUDIES

Applicants should hold a degree or equivalent qualification from a Central Institution in one of the appropriate disciplines and have sound professional experience in the field.

Application forms and further details are available from the Principal, Lancashire College, 100 Westgate Road, Lancashire. Tel: 220028.

ROTHESHAM COLLEGE OF HIGHER EDUCATION

LECTURER IN SENIOR LECTURER IN BUSINESS STUDIES

Applicants should hold a degree or equivalent qualification from a Central Institution in one of the appropriate disciplines and have sound professional experience in the field.

Application forms and further details are available from the Principal, Rotherham College of Higher Education, 100 Westgate Road, Rotherham. Tel: 220028.

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Applicants should have appropriate academic qualifications and, preferably, a background of language teaching. Knowledge of research or survey methods and of assessment would also be useful qualifications. The ability to write clearly for publication is essential.

The appointment is from 1st April 1987 until 31st March 1988.

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DEPARTMENT OF EDUCATION Initiatives to Increase Teacher Supply in Shortage Subjects

The Polytechnic has been awarded substantial funding by the National Advisory Body to support its special initiatives to increase teacher supply in Mathematics, Physics, and Craft, Design and Technology. The Department of Education is currently collaborating with the Departments of Science, Design and Computer Studies and Mathematics to plan new initial and in-service training courses in these areas. The Department now wishes to make the following appointments to assist its existing team of staff in the development and introduction of these courses. All posts are initially for one year from 1st April 1987, or as soon as possible thereafter, and applications will be welcomed from candidates who are able to arrange secondment from their present appointments.

LECTURER II/SENIOR LECTURER IN MATHEMATICS EDUCATION (2 POSTS)

Ref No. L147

One of the appointees will be expected to play a major part in the development of a two-year BEd course for students with HNO or equivalent level qualifications in mathematics and related subjects; the other will take a major responsibility within a retraining course in mathematics for teachers of other subjects.

LECTURER II/SENIOR LECTURER IN CDT EDUCATION (2 POSTS)

Ref No. L148

One of these lecturers will work closely with local technical colleges in the development and teaching of CDT-specific Access courses to the Polytechnic's BEd degree; the other will have a major role in a retraining course for teachers without CDT teaching qualifications.

LECTURER II/SENIOR LECTURER IN SCIENCE EDUCATION (1 POST)

Ref No. L149

The holder of this post will have a major responsibility for the development of a retraining course in physical science for teachers with initial training qualifications in other fields. Candidates for all posts should have a strong background in teaching at school or college level, specialist knowledge of the relevant subject area and a broad grounding in educational studies. Experience in the field of pre-vocational education or of working with students from diverse backgrounds will be particularly welcome. Appointees will be expected to play a full part in the work of the Department and, where appropriate, will be given an opportunity to contribute to other courses.

SALARY SCALE:
L1 £5,595-£12,616 (bar) - £13,556 per annum
L2 £12,616-£14,820 (bar) - £15,873 per annum

For further details and an application form, to be returned by 18th February 1987, please contact the Personnel Office, Bristol Polytechnic, Coltharbour Lane, Frenchay, Bristol BS18 1QY or ring Bristol 658261 ext. 2214 or 2217.

Please quote above reference numbers in all communications.

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County of Avon Education Service. (11694)

Bristol
Polytechnic **bbb**

UNIVERSITY OF EDINBURGH TENURED LECTURER IN INTERNATIONAL BUSINESS

The department of Business Studies is currently seeking to fill a full-time lecturership in International Business. The department is one of the oldest Departments of Business Studies in the United Kingdom (1918) and is one of the fastest growing at this prestigious University. Prospective applicants should meet the following requirements:

1. A first degree and/or postgraduate qualifications in the Business Studies/Management area and/or International Economics.
2. The ability to teach courses in the field of International Business at both undergraduate and postgraduate level.
3. Evidence of research capability/potential.
4. Overseas work experience would be an advantage.

The job offers the opportunity to join a young research oriented team within a friendly working atmosphere. There is also scope for teaching on post-experience courses and consultancy. Applications including the names of at least two referees to:

Professor Simon Cocks, Head of Department, Department of Business Studies, University of Edinburgh, William Robertson Building, 50 George Square, Edinburgh EH8 5JY

Telephone 031-667 1811 Ext 6577 for a discussion of the post (if felt useful). Closing date for applications: 1st April, 1987. Please quote ref no. 1281

University Appointments

BIRMINGHAM
UNIVERSITY OF
BIRMINGHAM
SCHOOL OF EDUCATION
MASTERS DEGREE IN RACE
AND EDUCATION
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people to remain in post.
Details of the programme and
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Box 383, Birmingham B15 2TT.
1392551 350000

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(e) in science education,
primarily in the elementary
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(f) and (g) in pedagogy
(curriculum, methods of
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primarily in elementary
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(h) and (i) in founda-
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For all positions preference
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cluding emphasis on reading,
writing, and learning
disabilities, and on
sociolinguistics.
(e) in science education,
primarily in the elementary
school curriculum.
(f) and (g) in pedagogy
(curriculum, methods of
teaching, language arts, etc.)
primarily in elementary
education.
(h) and (i) in founda-
tional, social, and cultural
education and group proce-
sses, and the second position
focused on the social context
of curriculum including rela-
tionships between school and
society, political influences
and critical pedagogy.
For all positions preference
is given to candidates
who have an appropriate mix
of a strong record of schol-
arship and teaching, suc-
cessful school-based expe-
rience, an appropriate ad-
vanced degree or equivalent
achievement, and the ability
to collaborate with
faculty and university col-
leagues and research meth-
odology and/or programme de-
sign expertise. Candidates
for tenure stream positions
must be able to participate
in the Faculty's graduate
service and pre-service pro-
gramme and be available to
teach in the field of pre-
vocational education or
of working with students
from diverse backgrounds
will be particularly welcome.
Appointees will be expected
to play a full part in the
work of the Department and,
where appropriate, will be
given an opportunity to con-
tribute to other courses.

SALARY SCALE:
L1 £5,595-£12,616 (bar) - £13,556 per annum
L2 £12,616-£14,820 (bar) - £15,873 per annum

For further details and an application form, to be returned by 18th February 1987, please contact the Personnel Office, Bristol Polytechnic, Coltharbour Lane, Frenchay, Bristol BS18 1QY or ring Bristol 658261 ext. 2214 or 2217.

Please quote above reference numbers in all communications.

Avon is an Equal Opportunities Employer and considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation.

County of Avon Education Service. (11694)

Bristol
Polytechnic **bbb**

Adult Education

**RICHMOND
UPON THAMES**
LONDON BOROUGH OF
RICHMOND UPON
THAMES
(An equal opportunity
employer)

**RICHMOND ADULT
COMMUNITY COLLEGE**
L1 Project Officer in
Numeracy
(Two-year appointment)
Salary: £9,845 - £13,585 +
£1,745 Outer London
Allowance

The College requires a
Project Officer in Numeracy
to promote and de-
velop the teaching of nu-
meracy and to develop a re-
source base and teaching
materials. The College has
been awarded a two-year
grant from the Local
Education Authority to
develop a Numeracy Unit
for the purpose of a Local
Development Project which
aims to create a resource
centre and a new area of
provision for adult stu-
dents.

Application and further
details from: Mrs A.M. Rich-
man, M.A., M.Phil., Rich-
mond Adult Community
College, Clifton Centre,
Clifton, Richmond, Surrey,
TW9 1EL.
Closing date: Friday 8th
February 1987. 380000

SOUTHAMPTON
UNIVERSITY OF
SOUTHAMPTON
DEPARTMENT OF ADULT
EDUCATION

Action Research Project
with unemployed adults re-
quires a half-time relation-
ship worker to tutor and
teach a group of unemployed
adults. The project is de-
signed to help unemployed
adults to gain employment
and to develop their self-
confidence and self-esteem.
For all positions preference
is given to candidates
who have an appropriate mix
of a strong record of schol-
arship and teaching, suc-
cessful school-based expe-
rience, an appropriate ad-
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County of Avon Education Service. (11694)

Bristol
Polytechnic **bbb**

UNIVERSITY OF
EDINBURGH
SCHOOL OF EDUCATION
MASTERS DEGREE IN RACE
AND EDUCATION
Applications are invited for
full-time (one year) or part-
time (two years) registration
which will permit successful
people to remain in post.
Details of the programme and
entry requirements are available
from the Registrar, Commercial, P.D.
Box 383, Birmingham B15 2TT.
1392551 350000

CANADA
YORK UNIVERSITY
Faculty of Education
Toronto, Ontario, Canada
With continued Faculty ex-
tension, York University
Faculty of Education is in-
creased in a variety of
fields. We invite applications
for a position of Lecturer
in the Department of Educa-
tion, which will involve
teaching and supervising
students in the field of
educational administration,
with primary emphasis
in the in-service
education of teachers.
(a) and (b) in the pedagogy
of the use of the computer
in the classroom and across
the curriculum, including the
application of computers to
educational administration,
(c) and (d) in language
learning and teaching, in-
cluding emphasis on reading,
writing, and learning
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primarily in elementary
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(h) and (i) in founda-
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of curriculum including rela-
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For all positions preference
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MASTERS DEGREE IN RACE
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and critical pedagogy.
For all

EXCITING OPPORTUNITY FOR RECENTLY QUALIFIED TEACHERS

Exciting opportunity for newly qualified teachers to gain teaching experience in South Asia in established schools preparing students for the G.C.E. These schools require qualified teachers from Britain to augment their local staff.

Local rates of pay plus free accommodation and air fare.

Applications/further details:-

Mr. F.H. Garvey-Williams,
'Buckland', Ideford,
Newton Abbot,
S. Devon TQ13 0AY.
(tel. no. 0626 852630)

(11090)

KUWAIT ENGLISH SCHOOL

For September 1987

Applications for the following Departments invited:

SENIOR DEPARTMENT - O/A Level/GCSE

HEAD OF COMPUTER STUDIES

HEAD OF HISTORY

HEAD OF MATHS (Economics an advantage)

Teachers of Chemistry, French and General Science.

JUNIOR DEPARTMENT

Specialist MUSIC TEACHER (ability to teach brass instruments preferred)

General Class Teachers TEFL/ESL/COMPUTER experience preferred.

INFANT DEPARTMENT

Specialist TEACHER FOR LANGUAGE DEVELOPMENT

Specialist MUSIC TEACHER

General Class Teachers TEFL/ESL/COMPUTER experience preferred.

Tax free salary, free, furnished air-conditioned accommodation and annual flight home, modern well-equipped building.

Please forward full C.V., recent testimonials, names & addresses of two referees, plus telephone numbers, and a recent photograph to The Principal, Kuwait English School, P.O. Box 8640 Salmiya, 22057, KUWAIT (12090)

Overseas Opportunities Falkland Islands

Schooling in the Falkland Islands is free and compulsory for all children between the ages of 6 and 16 years. In Stanley there are two schools run on UK lines, a 6-11 Primary school and an 11-16 Comprehensive Secondary school. The Primary school has 10 teachers and 180 pupils. The Secondary school has 11 teachers and 130 pupils. The Camp Education Unit sets work for children to do between travelling teachers' visits and conducts daily radio lessons from Stanley or the Government-staffed schools at Fox Bay and Goose Green.

Commercial Studies Teacher

You will teach Typewriting and Office Practice (to RSA Stage 3) to 13-16 year olds at the mixed Comprehensive school. There will also be involvement in English teaching, developing commercial studies courses to GCSE level and assisting with training of young Government clerical employees. The contract is for at least three years.

Art and Remedial Studies Teacher

You will teach Art to pupils aged 11-16 up to GCSE 'O' level/GCSE and offer remedial teaching if possible.

Junior Teachers

These roles will involve you in teaching classes of up to 30 juniors in Stanley Primary school. A spouse able to offer full time teaching at any level would be a great advantage.

Applicants for all posts should hold Cert Ed or B Ed or Degree + PGCE and have relevant experience.

All appointments apart from the Commercial Studies Teacher will be on contract to the Falkland Islands for one year of 2/3 years with annual leave. Local salaries for all posts are in the range £2,500 to £2,750 p.a. plus tax free supplements payable by ODA in the range £2,000 to £2,250 p.a. Benefits include free passages and children's education allowances.

For an application form, please write, quoting ref. A1868/IM/TES, stating post concerned, to: Appointments Officer, Overseas Development Administration, Room 351, Abercrombie House, Eagleham Road, EAST KILBRIDE, Glasgow G78 5EA. Or telephone 03882 4180, extension 3533.

ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

OVERSEAS POSTS

continued

The Anglo-Colombiano School

Bogota, Colombia

This prestigious co-educational day school, offering bi-lingual education to mainly Colombian students, requires the following staff for August 1987:

Secondary Dept.

- 1) Experienced teacher of English Language & Literature. E.S.L. experience very useful.
- 2) Teacher of Maths.
- 3) Teacher of Geography; Human and Political.

All teaching is to International Baccalaureate or GCE 'A' level.

Primary Dept.

- 1) Maths Specialist (No gen. sub. teaching). Upper primary (8-11).
- 2) 2 General Subjects teachers (7-11 range). Interests in Science, Maths, Art, P.E. advantageous.
- 3) Pre-school teacher (reception infants). Specialism in English using the communicative approach.

For all primary candidates, a working knowledge of Spanish is a major advantage.

Terms

Package includes salary, rent allowance and other allowances in range from £8,000 to £12,000 p.a. sterling equivalent. Return flights, medical care.

For further details and application forms contact Gabbitts-Thring Recruitment, 6-8 Seckville Street, London W1X 2BR. Tel: 01-734 0161.

Interviews London early April.

(13102)

Gabbitts-Thring

SANDFORD ENGLISH COMMUNITY SCHOOL

ADDIS ABABA, ETHIOPIA

This Independent, Multi-national School requires teaching staff for the 1987/88 session as detailed below.

The School has a student complement of approximately 700 in- tants between the ages of 4 and 18 years in Infant, Junior and Senior Divisions. English base education is provided and the school is a centre for London University GCSE and local examinations. It is expected the school will enter GCSE in 1988.

Applications are invited from well-qualified teachers in the following fields, to commence duties from 1st September 1987.

INFANTS DIVISION CLASS TEACHER

JUNIOR DIVISION CLASS TEACHERS

SENIOR DIVISION: SUBJECT TEACHERS FOR Art, Biology, French, Games (Two Posts-Boys/Girls), Geography, History, Maths, Music.

EVENING CLASS DIVISION ENGLISH (TEFL)

Initial contracts are for 2 years and are renewable.

Salaries are in the scale 21,420 - 33,686 Ethiopian Birr gross per annum. The present January 1987 exchange rate is 3.14 Birr equals one (£1) pound sterling.

Air transportation with baggage allowance is provided at beginning end of contract and a return passage is provided to Kenya at mid contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the School. Conditions are favourable for married couples who both teach.

Letters of application, with detailed curriculum vitae including a contact telephone number and the names and addresses of two referees should be sent by AIR MAIL to the Headmaster, P.O. Box 30066 M.A. ADDIS ABABA, ETHIOPIA to arrive not later than 1st March 1987. Interviews will be held in the U.K. in April 1987.

NEW YORK CITY CHEMISTRY AND PHYSICS

A lively, enthusiastic and experienced teacher required for September 1987 to teach Chemistry and Physics at a well-known, academic Independent School for Girls in New York City. Attractive salary and benefits. Small apartment available.

Applications with Curriculum Vitae and names, addresses and telephone numbers of two referees to Mrs Susan Persons, St Paul's Girls' School, Brook Green, Hammersmith, London W6 7BS, where interviews will be held in mid-March.

(11091)

Vocational Training Council HONG KONG

The Council, established in 1982 as a statutory body with the broad objectives of developing technical education and industrial training in Hong Kong invites applications from suitable persons for the following post.

Senior Lecturer (Fine Optics)

Qualifications

(a) a degree in mechanical engineering/production engineering from a Hong Kong or British University; AND (i) a diploma in education plus 6 years' relevant post-degree experience; OR (ii) 8 years' relevant post-degree experience; (b) corporate membership of an appropriate recognised professional institution (such as the Institution of Mechanical Engineers or Institution of Production Engineers) with an appropriate number of years of membership of an appropriate recognised professional institution; OR (c) a relevant technical qualification PLUS 6 years' relevant post-qualification experience in either case. Post-degree/qualification experience refers to experience in the optics and/or lens manufacture.

Duties

To teach Post Form 6 course students in a Technical Institute in optical subjects such as optical design, optical material technology, optical science, optical workshop technology and to take charge of the Optical Study Programmes.

Conditions

The post attracts a monthly salary of HK\$16,745-HK\$19,970 per month (\$16-HK\$19,970 as of 4 February 1987 but this is subject to fluctuation) depending on qualification and experience. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% increment.

Application

Application forms are obtainable personally or by telephone from the Hong Kong Government Office, 6 Canton Street, London W1X 3LB (Tel. No. 01-499 9821 Ext. 267). The completed application forms should be returned direct to the Executive Director, Vocational Training Council, 16/F, Harbour Centre, 26 Harbour Road, Wanchai, Hong Kong, not later than 6 March 1987.

OVERSEAS POSTS

SPAIN

TEACHERS required for 1987/88 session. Spanish or English speaking. Established English Medium School. Salary: £3,000 p.a. plus benefits. Applications to: Mr. J. Garvey-Williams, 'Buckland', Ideford, Newton Abbot, Devon TQ13 0AY. Tel: 0626 852630.

SPAIN

TEACHERS required for 1987/88 session. Spanish or English speaking. Established English Medium School. Salary: £3,000 p.a. plus benefits. Applications to: Mr. J. Garvey-Williams, 'Buckland', Ideford, Newton Abbot, Devon TQ13 0AY. Tel: 0626 852630.

TANZANIA INTERNATIONAL SCHOOL OF TANGANYIKA LTD DAR ES SALAAM

Required for September 1987:

ELEMENTARY SCHOOL

Classroom teachers for infants & juniors (4-11 yrs). Interest & Experience in E.S.L. or P.E. advantage with upper juniors.

SECONDARY SCHOOL

English Teachers (Language and literature to 'O' level and IB, GCSE and/or ESL experience an advantage)

THEORY OF KNOWLEDGE COORDINATOR (To teach and coordinate TOK and teach 1/4 timetable in either English or Social Studies Faculties)

GEOGRAPHY COORD. OR (To teach 'O' level and IB, GCSE experience an advantage)

SOCIAL STUDIES TEACHER (History & Geography teaching in the JR High School)

ECONOMIC/BUSINESS STUDIES TEACHER (To teach 'O' level and IB)

SPECIAL EDUCATION COORDINATOR (Remedial/LD Specialist)

HEAD OF SOCIAL AND COMMUNITY SERVICE (Attractive salary, passages, baggage allowance and housing provided. Singles or teaching couples only)

For further details and an application form, send large S.A.E. to: The Secretary, 25 Hall Lane, Merseyside L31 3DY. (By 23 February)

Interviews throughout U.K. in early March.

(11092)

KENYA

Independent Boarding School for Girls (11-18) Required for September 1987. Teachers of: Biology/Chemistry; French/German; to O level, London University (Overseas).

Applicants with photo-graph to: Box No. 725 00803, P.O. Box 20000, Nairobi, Kenya. Tel: 01-484848.

For further details and an application form, send large S.A.E. to: The Secretary, 25 Hall Lane, Merseyside L31 3DY. (By 23 February)

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GREECE

Experienced EFL teachers, University or College graduates, are required. One-year or longer-term contracts. Salary: £3,000 p.a. plus benefits. Applications to: Mr. J. Garvey-Williams, 'Buckland', Ideford, Newton Abbot, Devon TQ13 0AY. Tel: 0626 852630.

GREECE

Two experienced EFL Teachers required for private language school, Sept. - May. Suitable for couples. Salary: £3,000 p.a. plus benefits. Applications to: Mr. J. Garvey-Williams, 'Buckland', Ideford, Newton Abbot, Devon TQ13 0AY. Tel: 0626 852630.

ITALY

Dynamic primary school and/or secondary school teachers with knowledge of Italian required for July and August to teach English and supervise out-door activities. Salary: £3,000 p.a. plus benefits. Applications to: Mr. J. Garvey-Williams, 'Buckland', Ideford, Newton Abbot, Devon TQ13 0AY. Tel: 0626 852630.

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Interviews throughout U.K. in early March.

Director of Education

Salary Scale £27,642 (by £690 x 4) - £30,402 p.a.

Applications for this post, which will become vacant on 30th June, 1987 are invited from candidates who are graduates of a British University and have appropriate teaching experience and substantial educational administrative experience in a major and progressive local authority. The successful applicant will be responsible for the organisation and administration of the County Council's function as Local Education Authority and will be a member of the Chief Officers' Management Team.

Application forms, which must be returned by 28th February, 1987, and further particulars are available from the Chief Executive and Clerk, County Hall, Durham DH1 1UL or by telephone on Durham (0385) 84411, Ext. 2488.

Durham County Council is an equal opportunity employer.



OVERSEA POSITS continued

UNITED ARAB EMIRATES

AL RABEEH SCHOOL Abu Dhabi

We require nursery, junior and infant teachers for September 1987. Shereh air conditioned accommodation, annual leave with three paid to London, Tax free salary, gratuity after two years.

Application by hand written letter with full V.V. names of two confidential referees, two referees and a photograph.

Interviews in March.

Replies to: Mrs A.A. Marriot, P.O. Box 15, Palm Jumeirah, Dubai, U.A.E. 460000

Spain

Head Teacher required for English Pre-School (2-5 years) opening in Valencia, September 1987.

Experienced people please send C.V., photograph, s.a.s. to: Box No. 155, 0066, Priority House, St John's Lane, EC1M 4BX, London EC1M 4BX.

SUMMER TEACHING JOBS IN AMERICA

Work on American children's camps, mid June to mid August, see ad under 'Holidays and Accommodation'.

135444 460000

TEACH OVERSEAS

JOINT INTERNATIONAL EDUCATOR'S INSTITUTE

And receive in quarterly newspaper featuring overseas U.S. and International school staff recruitment ads, advice and other significant benefits.

Write to: TIE U.K. Coordinator, 80 Lindfield Road, Ealing, London W5 1QR, England. 131557 460000

WEST GERMANY

The British High School Bonn advertised on 23/1/1987 for 3 full-time positions. This advertisement was incorrect and should read:

History to A level/roman English Mathematics to A level Chemistry to A level with lower maths Applications with full C.V. and photograph to: Head of Admissions, British High School Bonn, Guterstrasse 50, 5300 Bonn 2. Further details and applications are being considered. 460000

WEST GERMANY

BRITISH EMBASSY PREPARATORY SCHOOL Bonn

Required for September 1987 experienced teachers for the following posts in this mixed international 5-13 school:

1) Class Teacher for 4th year secondary (12-13 years) applying in Maths and Science in both secondary classes.

2) Class Teacher for 5th year secondary (13-14 years) applying in Maths and Science in both secondary classes.

3) Class Teacher for 6th year secondary (14-15 years) applying in Maths and Science in both secondary classes.

4) Class Teacher for 7th year secondary (15-16 years) applying in Maths and Science in both secondary classes.

5) Class Teacher for 8th year secondary (16-17 years) applying in Maths and Science in both secondary classes.

6) Class Teacher for 9th year secondary (17-18 years) applying in Maths and Science in both secondary classes.

7) Class Teacher for 10th year secondary (18-19 years) applying in Maths and Science in both secondary classes.

8) Class Teacher for 11th year secondary (19-20 years) applying in Maths and Science in both secondary classes.

9) Class Teacher for 12th year secondary (20-21 years) applying in Maths and Science in both secondary classes.

10) Class Teacher for 13th year secondary (21-22 years) applying in Maths and Science in both secondary classes.

11) Class Teacher for 14th year secondary (22-23 years) applying in Maths and Science in both secondary classes.

12) Class Teacher for 15th year secondary (23-24 years) applying in Maths and Science in both secondary classes.

13) Class Teacher for 16th year secondary (24-25 years) applying in Maths and Science in both secondary classes.

14) Class Teacher for 17th year secondary (25-26 years) applying in Maths and Science in both secondary classes.

15) Class Teacher for 18th year secondary (26-27 years) applying in Maths and Science in both secondary classes.

16) Class Teacher for 19th year secondary (27-28 years) applying in Maths and Science in both secondary classes.

17) Class Teacher for 20th year secondary (28-29 years) applying in Maths and Science in both secondary classes.

18) Class Teacher for 21st year secondary (29-30 years) applying in Maths and Science in both secondary classes.

19) Class Teacher for 22nd year secondary (30-31 years) applying in Maths and Science in both secondary classes.

20) Class Teacher for 23rd year secondary (31-32 years) applying in Maths and Science in both secondary classes.

21) Class Teacher for 24th year secondary (32-33 years) applying in Maths and Science in both secondary classes.

22) Class Teacher for 25th year secondary (33-34 years) applying in Maths and Science in both secondary classes.

23) Class Teacher for 26th year secondary (34-35 years) applying in Maths and Science in both secondary classes.

24) Class Teacher for 27th year secondary (35-36 years) applying in Maths and Science in both secondary classes.

25) Class Teacher for 28th year secondary (36-37 years) applying in Maths and Science in both secondary classes.

26) Class Teacher for 29th year secondary (37-38 years) applying in Maths and Science in both secondary classes.

27) Class Teacher for 30th year secondary (38-39 years) applying in Maths and Science in both secondary classes.

28) Class Teacher for 31st year secondary (39-40 years) applying in Maths and Science in both secondary classes.

29) Class Teacher for 32nd year secondary (40-41 years) applying in Maths and Science in both secondary classes.

30) Class Teacher for 33rd year secondary (41-42 years) applying in Maths and Science in both secondary classes.

31) Class Teacher for 34th year secondary (42-43 years) applying in Maths and Science in both secondary classes.

32) Class Teacher for 35th year secondary (43-44 years) applying in Maths and Science in both secondary classes.

SPAIN

ALPHA COLLEGE Madrid

Applications are invited for the following posts commencing 1.9.87:

1) Infant and Junior Teachers for all subjects and levels from 1st to 6th year.

2) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

3) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

4) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

5) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

6) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

7) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

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35) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

36) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

37) Applications with full C.V. and photograph to: Alpha College, Avenida de la Universidad, 28002 Madrid.

OXFORDSHIRE COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

Nursery places for children aged 2 to 4 years in the nursery in Oxford.

Applications with full C.V. and photograph to: Oxfordshire County Council, Education Department, 100 High Street, Oxford OX1 1JL.

1) Applications with full C.V. and photograph to: Oxfordshire County Council, Education Department, 100 High Street, Oxford OX1 1JL.

2) Applications with full C.V. and photograph to: Oxfordshire County Council, Education Department, 100 High Street, Oxford OX1 1JL.

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36) Applications with full C.V. and photograph to: Oxfordshire County Council, Education Department, 100 High Street, Oxford OX1 1JL.

DEPARTMENT OF EDUCATION AND SCIENCE

HM INSPECTORS OF SCHOOLS

HM Inspectors provide a service of professional advice to the Secretary of State. Duties primarily involve inspecting educational institutions and writing reports, but also includes consulting with and advising local authorities on the basis of inspection.

The Inspectorate is presently seeking someone qualified in the field of Business Studies, with knowledge and recent experience of the applications of information technology and/or computing.

You should have appropriate qualifications and normally at least ten years' teaching experience, some of which should preferably have been in a managerial role. An informed interest in current educational thought and practice, especially in further education colleges and/or secondary schools is desirable.

Knowledge of the Welsh language would be an advantage.

Starting salary is within the range £18,020 to £24,300. Promotion prospects.

Relocation expenses within a maximum of £5000 may be payable.

For further details and an application form (to be returned by 4 March 1987) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours).

Please quote ref: G/7120.

The Civil Service is an equal opportunity employer

WELSH OFFICE - SWYDDFA GYMREIG

Directorate of Education - CAREERS SERVICE

Careers Officer Scale 5 (QUALIFIED OFFICER)

Salary: £23,391 to £29,216 plus

£738 London Area Allowance per annum

Applications are invited for the post of qualified Careers Officer who must be in possession of, or likely to obtain, the Diploma in Careers Guidance or its equivalent. The successful applicant will undertake the full range of duties in the Careers Service, including advisory work in schools, work with employers and work under the Youth Training Scheme.

Many aspects of the Careers Service work are computerised and therefore an interest in computer systems is necessary, although training will be given. The Baxley Careers Centre is situated in the centre of Baxleyheath and forms part of the new Civic Offices development. It is a modern up-to-date office and has 18 Careers Officers and 10 Support Staff.

Application forms and further details available from: Educational Services Secretary, Town Hall, Croydon, Kent CR1 4EN (Telephone: 01-303 7777 Ext. 542/543). Closing date 27th February, 1987.

This is a re-advertisement, previous applicants will be considered and need not re-apply. (12037)

Bexley London Borough

County Education Department

ADVISER FOR SECONDARY EDUCATION (Based at Dorchester)

Salary within Southbury Range: Burnham Head-teacher Group 6 £18,765 by increments to £18,773.

Applications are invited from well-qualified teachers or lecturers who have held senior management responsibilities or gained equivalent experience in schools or colleges.

This is a new post as the third member of the Secondary Phase Team within the county.

The person appointed, from 1 September 1987, will be expected to share in the work of the Team and to collaborate with curriculum, support and other phase advisers, with particular responsibilities in a designated group of schools in the western area of the authority.

Avail full driving licence is essential.

Application forms, returnable by 27 February 1987, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ on receipt of a foolscap s.e.s. Please quote post CO316X. (12294)

Dorset County Council

ADMINISTRATION - LEA continued

TRAFFORD METROPOLITAN BOROUGH COUNCIL

An Equal Opportunity Employer

Applications are invited from suitably qualified and experienced people for the post of:

Education Department STAFF DEVELOPMENT OFFICER

P.O. 14: £16,775-£17,516 p.a.

Applications are invited for this post which is in the Education Department. A person with an interest in staff development and experience in the provision of in-service training would be an advantage.

Candidates should have had successful experience in the provision of in-service training and experience in the provision of in-service training.

For application form, job description and details of the Department, write to the Director of Social Services, The Grange, Tower Street, Chichester, West Sussex PO19 1DT. For informal discussion telephone Miss Ruth Wood, Assistant Director, Personnel and Training, Chichester 77111, Ext. 545.

Closing date 27th February 1987. (12293)

West Sussex

ROTHTERHAM METROPOLITAN BOROUGH COUNCIL

Education Department

STAFF DEVELOPMENT OFFICER

P.O. 14: £16,775-£17,516 p.a.

Applications are invited for this post which is in the Education Department. A person with an interest in staff development and experience in the provision of in-service training would be an advantage.

Candidates should have had successful experience in the provision of in-service training and experience in the provision of in-service training.

For application form, job description and details of the Department, write to the Director of Social Services, The Grange, Tower Street, Chichester, West Sussex PO19 1DT. For informal discussion telephone Miss Ruth Wood, Assistant Director, Personnel and Training, Chichester 77111, Ext. 545.

Closing date 27th February 1987. (12293)

West Sussex

ROTHTERHAM METROPOLITAN BOROUGH COUNCIL

Education Department

STAFF DEVELOPMENT OFFICER

ADMINISTRATION - GENERAL

THE NATIONAL NURSERY EXAMINATION BOARD

EXAMINATION OFFICER

This is a demanding post which requires a considerable amount of initiative and the ability to work to time and under pressure. The postholder will have a variety of administrative and supervisory responsibilities in educational administration.

Salary: NJC LAPS under SO 1 - £12,666.

Informal enquiries about this post to: Sileen Bingham, Admin Officer on 01-837 5459/8.

Further details from: NNEB, Apple House, 25-31 Euston Road, London NW1 2SD to whom applications must be sent by 23rd February 1987.

The Board has Equal Opportunity Employer. 1484671 900000

Child Care

NORFOLK

MARRIED HOUSE PARENTS HUSBAND TO FOLLOW OWN EMPLOYMENT. The postholder will be responsible for a small group of young children. Previous experience is important. The postholder will be responsible for the day-to-day running of the school for disadvantaged children.

Details from: Principal, Old Rectory School, Buntingford, North Norfolk, Norfolk, CB24 0JN. 1487381

Educational Psychologists

BEDFORDSHIRE

EDUCATION SERVICE. An Educational Psychologist is required from 1st September 1987. The postholder will be responsible for the day-to-day running of the school for disadvantaged children.

Details from: Principal, Old Rectory School, Buntingford, North Norfolk, Norfolk, CB24 0JN. 1487381

HAMPSHIRE

EDUCATION AUTHORITY. A School Psychologist is required from 1st September 1987. The postholder will be responsible for the day-to-day running of the school for disadvantaged children.

Details from: Principal, Old Rectory School, Buntingford, North Norfolk, Norfolk, CB24 0JN. 1487381

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Examiners

THE ASSOCIATED EXAMINING BOARD

ORDINARY LEVEL

The Board invites applications for ASSISTANT EXAMINERS to join the team of examiners for the GCE examination in June 1987.

ART 11161 and ART & DESIGN 11181. Art Papers.

DESIGN 11171 and ART & DESIGN 11181. Design Option 01: Textiles. Design Option 02: 3-Dimensional Design. Design Option 03: 3-Dimensional Design. Design Option 04: Problem Solving.

ADVANCED LEVEL

ART-PAINTING (6031) and ART & CRAFTS (6051). Practical Art Papers.

CRAFTS - PRINTMAKING (6051) and ART & CRAFTS (6051). Option 08: Pottery - Practical.

ARTS & CRAFTS (6051). Option 08: Pottery - Practical. Option 09: Fabric Printing. Option 10: Lettering & Calligraphy. Option 11: Sculpture - Practical.

Applicants for each area must have a degree or equivalent qualification in the relevant subject and a minimum of four years relevant teaching experience.

Further information and application forms may be obtained from The Vice-Chancellor, The Associated Examining Board, 111, 113, 115, 117, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 145, 147, 149, 151, 153, 155, 157, 159, 161, 163, 165, 167, 169, 171, 173, 175, 177, 179, 181, 183, 185, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205, 207, 209, 211, 213, 215, 217, 219, 221, 223, 225, 227, 229, 231, 233, 235, 237, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 259, 261, 263, 265, 267, 269, 271, 273, 275, 277, 279, 281, 283, 285, 287, 289, 291, 293, 295, 297, 299, 301, 303, 305, 307, 309, 311, 313, 315, 317, 319, 321, 323, 325, 327, 329, 331, 333, 335, 337, 339, 341, 343, 345, 347, 349, 351, 353, 355, 357, 359, 361, 363, 365, 367, 369, 371, 373, 375, 377, 379, 381, 383, 385, 387, 389, 391, 393, 395, 397, 399, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 427, 429, 431, 433, 435, 437, 439, 441, 443, 445, 447, 449, 451, 453, 455, 457, 459, 461, 463, 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2549, 2551, 2553, 2555, 2557, 2559, 2561, 2563, 2565, 2567, 2569, 2571, 2573, 2575, 2577, 2579, 2581, 2583, 2585, 2587, 2589, 2591, 2593, 2595, 2597, 2599, 2601, 2603, 2605, 2607, 2609, 2611, 2613, 2615, 2617, 2619, 2621, 2623, 2625, 2627, 2629, 2631, 2633, 2635, 2637, 2639, 2641, 2643, 2645, 2647, 2649, 2651, 2653, 2655, 2657, 2659, 2661, 2663, 2665, 2667, 2669, 2671, 2673, 2675, 2677, 2679, 2681, 2683, 2685, 2687, 2689, 2691, 2693, 2695, 2697, 2699, 2701, 2703, 2705, 2707, 2709, 2711, 2713, 2715, 2717, 2719, 2721, 2723, 2725, 2727, 2729, 2731, 2733, 2735, 2737, 2739, 2741, 2743, 2745, 2747, 2749, 2751, 2753, 2755, 2757, 2759, 2761, 2763, 2765, 2767, 2769, 2771, 2773, 2775, 2777, 2779, 2781, 2783, 2785, 2787, 2789, 2791, 2793, 2795, 2797, 2799, 2801, 2803, 2805, 2807, 2809, 2811, 2813, 2815, 2817, 2819, 2821, 2823, 2825, 2827, 2829, 2831, 2833, 2835, 2837, 2839, 2841, 2843, 2845, 2847, 2849, 2851, 2853, 2855, 2857, 2859, 2861, 2863, 2865, 2867, 2869, 2871, 2873, 2875, 2877, 2879, 2881, 2883, 2885, 2887, 2889, 2891, 2893, 2895, 2897, 2899, 2901, 2903, 2905, 2907, 2909, 2911, 2913, 2915, 2917, 2919, 2921, 2923, 2925, 2927, 2929, 2931, 2933, 2935, 2937, 2939, 2941, 2943, 2945, 2947, 2949, 2951, 2953, 2955, 2957, 2959, 2961, 2963, 2965, 2967, 2969, 2971, 2973, 2975, 2977, 2979, 2981, 2983, 2985, 2987, 2989, 2991, 2993, 2995, 2997, 2999, 3001, 3003, 3005, 3007, 3009, 3011, 3013, 3015, 3017, 3019, 3021, 3023, 3025, 3027, 3029, 3031, 3033, 3035, 3037, 3039, 3041, 3043, 3045, 3047, 3049, 3051, 3053, 3055, 3057, 3059, 3061, 3063, 3065, 3067, 3069, 3071, 3073, 3075, 3077, 3079, 3081, 3083, 3085, 3087, 3089, 3091, 3093, 3095, 3097, 3099, 3101, 3103, 3105, 3107, 3109, 3111, 3113, 3115, 3117, 3119, 3121, 3123, 3125, 3127, 3129, 3131, 3133, 3135, 3137, 3139, 3141, 3143, 3145, 3147, 3149, 3151, 3153, 3155, 3157, 3159, 3161, 3163, 3165, 3167, 3169, 3171, 3173, 3175, 3177, 3179, 3181, 3183, 3185, 3187, 3189, 3191, 3193, 3195, 3197, 3199, 3201, 3203, 3205, 3207, 3209, 3211, 3213, 3215, 3217, 3219, 3221, 3223, 3225, 3227, 3229, 3231, 3233, 3235, 3237, 3239, 3241, 3243, 3245, 3247, 3249, 3251, 3253, 3255, 3257, 3259, 3261, 3263, 3265, 3267, 3269, 3271, 3273, 3275, 3277, 3279, 3281, 3283, 3285, 3287, 3289, 3291, 3293, 3295, 3297, 3299, 3301, 3303, 3305, 3307, 3309, 3311, 3313, 3315, 3317, 3319, 3321, 3323, 3325, 3327, 3329, 3331, 3333, 3335, 3337, 3339, 3341, 3343, 3345, 3347, 3349, 3351, 3353, 3355, 3357, 3359, 3361, 3363, 3365, 3367, 3369, 3371, 3373, 3375, 3377, 3379, 3381, 3383, 3385, 3387, 3389, 3391, 3393, 3395, 3397, 3399, 3401, 3403, 3405, 3407, 3409, 3411, 3413, 3415, 3417, 3419, 3421, 3423, 3425, 3427, 3429, 3431, 3433, 3435, 3437, 3439, 3441, 3443, 3445, 3447, 3449, 3451, 3453, 3455, 3457, 3459, 3461, 3463, 3465, 3

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